

# Pupil premium strategy statement – The West Bridgford 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1750
Proportion (%) of pupil premium eligible pupils	5% *
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	<i>Mr Tim Peacock</i> , Headteacher
Pupil premium lead	<i>Mrs Rosie Lewis</i> , Deputy Headteacher
Governor / Trustee lead	<i>Dr Siobhan Lambert Hurley</i> , Vice Chair of governing board

\*Due to the relatively small proportion of PP students at the WBS school compared to national figures, it is important to note that average figures do not accurately represent the whole picture of how our PP students are achieving. An individualised review of students is undertaken and provides a much more meaningful conclusion on the effectiveness of our PP provision.

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,564
Recovery premium funding allocation this academic year	£19,044
Pupil premium (and recovery premium) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£88,608</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim at The West Bridgford School is that we challenge and support all pupils to achieve their very best. We have high expectations of ourselves, and of our students – of excellent teaching and learning, a culture of aiming high and the desire that we all aspire to be the ‘best we can be’. The focus of our pupil premium strategy is to support all disadvantaged pupils, including those who are already high attainers, to achieve these goals. We aim to enable all West Bridgford learners to reach their potential regardless of their starting point or the challenges they face along the way.

We will therefore consider the challenges faced by all vulnerable cohorts of students. The aims we have outlined in this statement are also intended to support their needs, as we have observed that the definition of disadvantage, particularly following the pandemic, is broad and wide ranging. We have carefully considered the needs of our community and this statement outlines the strategies we consider to be most powerful in removing barriers – for *our* students, in *our* context.

Quality-first teaching is at the heart of our provision, with a focus on areas in which disadvantaged pupils require the most support. This is evidenced to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils in our school. Embedded within our intended outcomes is the intention that non-disadvantaged pupils’ progress will be sustained and enhanced alongside progress for their disadvantaged peers.

Beyond the taught curriculum, we have further strengthened our tutoring and literacy interventions. We have mapped an extra-curricular offer for all from Year 7-11 and introduced an additional layer of support in six newly-created ‘Student Champion’ roles to ensure no student is left behind.

We aim to respond to both widespread challenges and unique student needs, using robust assessment data and research evidence when planning interventions. Student and parent voice is vital, too, in understanding which challenges must be prioritised first and which course of action is most appropriate. As a school we seek to critically evaluate our success, constantly reviewing the impact and benefit of our interventions. All colleagues and our governing body take a proactive responsibility for the progress and wellbeing of all students; we share a commitment to support our learners in their development as healthy, confident, culturally-aware young people.

We seek to empower students by putting them at the heart of our offer. A bespoke and individualised plan, rather than a blanket allocation of funds, means that we can more effectively remove barriers to learning. The offer will also be adapted to best cater to

the emerging needs of each year and year group. This may mean we target students individually, in small groups, classes, year groups or as a whole school community.

To summarise, our strategy places quality-first teaching at the heart of the school, strengthened by targeted academic interventions and a raft of measures to monitor and promote student wellbeing. We feel this broad offer allows all students to be the best they can be.

## Challenges

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

Challenge number	Detail of challenge
1	To guarantee the Quality of Teaching and Learning is high quality for every student in every lesson.
2	To close any remaining reading gaps. On entry to year 7 in 2022, 35% of our disadvantaged pupils arrived below age-related expectations compared to 16.5% of their peers. This was evidenced in baseline assessment data. Lower levels of reading comprehension for some students impacts learning in all their subjects.
3	To close any remaining knowledge gaps. Internal assessment data, observations and discussions with staff and pupils suggest that there are some knowledge gaps and a small number of disadvantaged pupils continue to be affected by the impact of the partial school closures during the pandemic to a greater extent than for other pupils. These findings are supported by national studies.
4	Attendance data for extra curricular participation suggests that not all disadvantaged students attend enrichment activities at the same level as their peers. Discussion with pupils indicates that those students who do attend extra curricular clubs feel more confident and part of the school community than their peers.
5	To create further opportunities for all students to develop cultural capital through mapped provision in every key stage.

## 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
<p>Ensure all students access quality first teaching and learning in every lesson.</p>	<p>By the end of our current plan, middle and senior leaders will observe quality-first teaching in all areas: fortnightly feedback from observations and learning walks will show the school's teaching and learning principles in action in all classrooms.</p> <p>We will appoint an additional cover supervisor to enable staff to engage in our Open Classroom programme of professional growth, enabling them to visit six other classrooms over the course of the year. All non ECT staff will be timetabled additional time for development work.</p> <p>Internal data, staff and student voice will corroborate high quality teaching is embedded in all areas. Disadvantaged students will achieve at least as well as non-disadvantaged students nationally, and longer term they will achieve as well as the non-disadvantaged students in our school.</p>
<p>Improved reading comprehension among disadvantaged pupils across KS3.</p>	<p>Year 9 reading comprehension tests will demonstrate improvement in reading skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>Staff voice will confirm this improvement through engagement in lessons and book scrutiny.</p>
<p>Further close knowledge gap</p>	<p>School's tutoring and intervention programme will be expanded to target a wider group of students and to intervene as needs emerge. There will be no gaps in progress or attainment between disadvantaged pupils and their peers by 2024/25, or if this is not the case the gaps will have narrowed considerably.</p>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing by 2024/25 will be demonstrated by:</p> <ul style="list-style-type: none"> <li>• Participation in extra curricular activities among disadvantaged pupils will be the same as their peers.</li> <li>• Data from student voice, parent surveys and teacher observations will indicate good levels of wellbeing for all pupils including confidence, sense of belonging and feeling happy at school.</li> <li>• Records kept and qualitative feedback shared by Student Champions will demonstrate good levels of wellbeing including regular support and signposting.</li> </ul>
<p>To create further opportunities to develop cultural capital.</p>	<p>Further development in this area will be evidenced by:</p> <ul style="list-style-type: none"> <li>• Curriculum planning explicitly referencing opportunities for developing cultural capital.</li> <li>• Quality Assurance processes evidence robust offer.</li> </ul>

	<ul style="list-style-type: none"> <li>• Mapped, costed offer across Key Stages to ensure cultural capital for all pupils is developed in every year of their school life.</li> </ul>
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## 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: **£40,250**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff released for six peer-to-peer observations throughout the year. This to be facilitated through the appointment of an additional cover supervisor.</p> <p>An additional period of Professional Growth time for all non ECTs will be timetabled. An additional period will be timetabled for Heads of Departments to complete learning walks and provide feedback.</p> <p>Deputy head to coordinate high quality Professional Growth sessions. This to include: weekly Teaching and Learning briefing for all staff; calendared Departmental Teaching and Learning training; calendared inter-departmental triads.</p> <p>Removing of two weekly morning meeting slots to enable peer-to-peer reflection.</p> <p>Intense training focus to embed teaching and learning strategies that are evidenced to have a large impact e.g.</p>	<p>Supporting high quality teaching is pivotal in improving children’s outcomes. <a href="https://educationendowmentfoundation.org.uk">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Build knowledge, motivate staff, develop teaching techniques and embed practice: when designing teacher PD, focus on the mechanisms.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils:</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p> <p>Done well, [feedback] supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.</p>	1, 2, 3

feedback and checking for understanding.	<a href="https://www.educationendowmentfoundation.org.uk">Feedback   EEF (educationendowmentfoundation.org.uk)</a>	
<p>Improving literacy in all subject areas in line with recommendations in the EEF guidance.</p> <p>Ongoing teacher training and release time.</p> <p>Literacy to be a key tenet of the school's quality-first teaching agenda. Tier two and three vocabulary to be decoded in all areas.</p> <p>Read aloud curriculum expanded in weekly sessions for all students within registration. Tutors trained on how to deliver this effectively.</p> <p>High quality reading books purchased for all students; access to reading scheme monitored and supported by student champion checks in addition to taught read aloud curriculum.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p>	1, 2, 3
The school will continue to provide revision guides, reading books, paper resources, necessary equipment and practical materials for disadvantaged pupils.		All

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

Budgeted cost: **£35,150**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Adopting a targeted reciprocal teaching programme (reading mentor scheme and 'Boost' literacy for Year 7) as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps. This is in addition to existing literacy programme.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:  <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>Literacy is key to success across the curriculum.  <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf?v=1671378382">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf?v=1671378382</a></p>	<p>2, 3</p>
<p>Expand tutoring programme to provide a blend of online tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. Departments to work closely with tutors as an extension of classroom provision. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>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:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3</p>

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

Budgeted cost: **£13,250**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Introduction of six new 'Student Champion' roles to target specific pupils who require mentoring. Building relationships will be central however this may include providing support with regulating behaviour and emotions, removing any identified barriers to learning, communicating purpose of wider interventions, and facilitating any form of additional support as identified through regular check ins.</p> <p>Training for school staff and teacher release time.</p>	<p>Students are more successful when they can self regulate:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p>Understand children and their families before acting:</p> <p>Rowland, Mark: 2015. <i>An Updated Practical Guide To The Pupil Premium</i>. John Catt Educational Ltd, Woodbridge.</p>	4, 5
<p>Peer and subject mentoring programmes to refine recruitment process such that Main School disadvantaged pupils are paired with Post 16 disadvantaged pupils.</p>	<p>Peer-led tutoring approaches may help pupils to close gaps in their learning by offering targeted, peer-led support to consolidate within class learning, practice skills, and identify and overcome misconceptions.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a></p>	3, 4, 5
<p>Proactive monitoring of extra-curricular attendance for disadvantaged students; using Student Champions to remove barriers to participation and boost inclusion.</p>	<p>Using arts participation to improve outcomes across the curriculum:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	4, 5
<p>Mapped, funded Cultural Capital development across every year group. E.g. London Academy of Music &amp; Dramatic Art tuition in Year 7; Adventure pursuit for all in Year 8; MFL exchange in Year 9 etc.</p>	<p>Raising aspiration for all:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	4, 5



Contingency fund for urgent issues.	Based on our experiences we have identified a need to set a small amount of funding aside to respond quickly to emerging needs that have not yet been identified.	All
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**Total budgeted cost: £88,650**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data and our own internal assessments. See [DfE guidance](#) for more information about KS4 performance measures.

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. Changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

However, we have, cautiously, used data analysis tools to compare our results to those historically achieved at our school, as well as benchmarking ourselves against similar schools and the national picture.

<b>Progress 8</b>	-0.03
<b>Attainment 8</b>	48.9
<b>4+ English and Maths</b>	83.3%
<b>5+ English and Maths</b>	50%
<b>7+ English and Maths</b>	6%
<b>Attendance in 2021</b>	92.38%
<b>Students moving into education, employment or training</b>	100%

### Externally provided programmes

<b>Programme</b>	<b>Provider</b>
n/a	n/a

