

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Wadebridge School
Number of pupils in school	1058
Proportion (%) of pupil premium eligible pupils	25.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2025
Date this statement was first published	September 2024
Date on which it will be reviewed (annually)	September 2025
Statement authorised by	Mat Winzor Headteacher
Pupil premium lead	Jayne Williams Assistant Headteacher
Governor / Trustee lead	Stuart Robertson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 305,048
Recovery premium funding allocation this academic year	£0
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	£305,048

# 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 the curriculum. We aim for disadvantaged students to make at least the same progress as those who are not disadvantaged nationally.

We aim to support disadvantaged students to achieve that goal no matter what their starting point or predicted attainment. Supporting those with additional needs and our highest attainers alike through a supportive programme based on needs assessment.

At the heart of our approach is high quality teaching for all students, no matter their needs or level of disadvantage. This approach is supported by evidence from the EEF and will impact all our students. We intend to support sustained and improved attainment for all whilst raising the awareness of staff of the need of disadvantaged students so that all students can excel. We have a team of HLTAs, who ensure that personal contact is made with PP pupils and parents at various times during the academic year to enhance the support being provided by teaching staff.

We use robust diagnostic assessment to identify and target students across the school who need support without assumption. This is integral to wider school plans for education recovery offering targeted support to students whose education has been worst effected, including non- disadvantaged students. Part of this support is the development of areas to support student wellbeing through our A3 provision and student support.

Our central aims are:

PP First – whole school approach whereby all staff take responsibility for disadvantaged students' outcomes and raise expectations.

Ready to learn – All students are prepared for school and provided with resources and materials to enable them to access their learning including a breakfast.

All can achieve – Students identified as needing academic support are identified by Curriculum Area Leaders and supported within lessons, or in small intervention groups by subject specific HLTAs. Those requiring support with mental health are identified and supported through student support and the pastoral care team.

Ready, Respectful and Safe – Our behaviour and relationships policy is founded on the importance of positive relationships and the importance of ensuring that all members of our school community are Ready to learn, Respectful to others and Safe in our school and wider community

## Challenges

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

Challenge number	Detail of challenge
1	<p>Persistent absence rates are higher than national average 22% compared to a national average of 21%</p> <p>Attendance rates for disadvantaged pupils is improving, but still lower than other pupils, however this is +0.9% compared to national average</p> <p>School average, all students = 92.8%, FSM6 = 89.0%, Not FSM = 94.1% YTD (Nov 24)</p>
2	<p>There are lower standards of literacy and numeracy of many disadvantaged pupils upon entering the school in Year 7.</p> <p>10% of all year 7 require extra support with English through a Phonics programme of which 68% of students requiring extra support are PP.</p> <p>This is 46% of all PP pupils in Y7</p> <p>55% of students identified for support in Maths through Power of 2 are PP</p>
3	<p>Engagement of parents of disadvantaged students with school is in line with that for non disadvantaged students but still needs to improve.</p> <p>In the most recent Year 8 tutor review meetings, (week beginning 6<sup>th</sup> October 2024), 57% of non-PP parents made appointments compared to 61% of PP parents. Of the 34% of parents that did not make appointments, only 10% of these were PP parents.</p> <p>In a recent PP parent survey, 25% of PP parents responded online.</p>
4	<p>Less PP students engage with enrichment and extra-curricular activities.</p> <p>26% of PP students attend extracurricular academic support in English and Maths compared to 51% of non-PP students.</p> <p>On average 21% of pupils that attend physical extra-curricular opportunities (either at lunch or after school) are PP students.</p>
5	<p>From data collected from referrals to student support the number of students seeking support for social and emotional issues has increased and the proportion of students who are PP is significantly higher than non-PP. 28% of all PP pupils are currently receiving support in school due to changes in family circumstances and are still being impacted due to lost learning and lack of social interaction during the pandemic</p> <p>A3 access (targeted educational support on-site but in specific supportive environment) 44% of students accessing A3 are PP 14% of all PP compared with 8 % non- PP students accessing this environment.</p>
6	<p>Progress 8 for disadvantaged students is below non-disadvantaged but in-line with national average like-for like and showing an improving trend</p> <p>2024 – P8 of disadvantaged students is -0.24 (confidence interval -0.65-0.16)</p>

	P8 for PP students in Maths is 0.06, but English is -0.45 % of PP pupils achieving grade 5 or above in English and Maths is 15.7% compared to 45.5% for the whole cohort (National average for non-disadvantaged 53.1%)
7	The percentage of disadvantaged pupils staying in education or entering employment after KS4 90% compared to national average for non-disadvantaged of 94%

## 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
Disadvantaged pupils attend school regularly	Disadvantaged pupils' attendance and persistent absence figures improve and become much closer to non-disadvantaged and in line by 2025/26
Improved Numeracy and Literacy among disadvantaged students at KS3	Accelerated reader comprehension tests show smaller disparity between scores of disadvantaged and their non-disadvantaged peers. WRAT scores improved for disadvantaged student following the Power of 2 course
Disadvantaged pupils have cultural capital enhanced by engaging with enrichment and extra-curricular activities	Analysis of participation rates show that disadvantaged pupils are experiencing enrichment activities such as DofE, PE and other extra-curricular activities
Increased PP parental engagement through Parents evenings	Increased PP parental engagement through Parents evenings. Greater positive contact from PP parents As shown by quantitative data from appointments system. Contact evidenced on Class charts by the HLTA (PP) team. Closer contact with parents via support surgeries with systems such as Class charts
KS4 outcomes for the whole disadvantaged pupils cohort approaches national figures for <i>other</i> pupils	Progress 8 for disadvantaged pupils in line with non-disadvantaged students nationally.
Improved wellbeing for all students, including those who are disadvantaged	Sustained levels of wellbeing as measured by pupil voice surveys and analysis of referrals to student support
Increased percentage of students entering education or employment post 16	Percentage in-line with non-disadvantaged students nationally.

	Increased uptake of quality work experience placements in year 10
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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: £243 569.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>HLTAs x 5 (£237,000)</i> In class support for students identified through Horsforth quadrants following progress checks Support outside of the classroom by LRC intervention and specific departmental interventions</p>	<p>+2 TA interventions Moderate impact for moderate cost EEF <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> +5 Phonics programme <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Specific strategies employed: Initial contact point for PP parents Support regarding parents evening appointments/tutor review meetings Monitoring of Horsforth quadrants following progress reports Exam preparation and equipment Supervision of and support with breakfast club Support regarding extra-curricular activities</p>	1, 2,3,4,5,6 7
<p><i>Class charts (£6000)</i> Improved communication within the school and between the school and home through improved use of class charts</p>	<p>+4 linked to parental engagement PP support communicated via Class Charts to individual pupils and parents. EEF - Important to consider how you engage with parents and offer flexible communications for parents of older students. Offering practical strategies for parents to support learning at home alongside physical resources <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	3, 4

and provision maps		
<i>Absolute Education (£569.80)</i> Tracking of attendance of pupils at extracurricular activities	+4 Monitoring of pupils attending extra-curricular activities and putting targeted interventions/support in place where needed.	4

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

Budgeted cost: £ 10 452

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Power of 2. (£463)</i> Continue to deliver targeted support through regular short interventions using specifically trained TA support	+4 Small group tuition EEF The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <u><a href="http://www.gov.uk">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></u>	2,6
<i>Accelerated reader (£7489)</i> Support reading comprehension at KS3 through delivery of Accelerated reader programme for Years 7 and 8	+6 Reading comprehension strategies EEF 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: <u><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></u> Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <u><a href="#">Improving Literacy in Secondary Schools</a></u>	2,6

	Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <a href="http://word-gap.pdf(oup.com.cn)"><u>word-gap.pdf (oup.com.cn)</u></a>	
<i>1:1 tuition in English and Maths</i> (£2500)	+2 EEF Tuition targeted at specific needs and knowledge gaps of PP+ pupils. <a href="http://One%20to%20one%20tuition%20 %20EEF%20(educationendowmentfoundation.org.uk)"><u>One to one tuition   EEF (educationendowmentfoundation.org.uk)</u></a>	2,6

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

Budgeted cost: £ 93 680

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Breakfast club</i> (£500)	Importance of breakfast on school performance has been highlighted in research <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3737458/"><u>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3737458/</u></a> Supported by MCKS Charitable foundation with weekly food donations	1, 6
<i>Well-being suite</i>	+1 EEF low impact for low cost.	4,5
<i>Education Welfare Officer</i> (£41 980)	Support for to improve attendance through supporting vulnerable students and their families	1,6
<i>Attendance strategies</i> <i>Attendance champions</i> (£3 200)	Attendance meetings with key stage leaders EWO and attendance Officer, Improved tracking using FFT Attendance tracker. Introduction of student reception, interventions aimed to improve attendance and remove barriers. Proactive system of informing parents of attendance issues.	1
A3 inclusive curriculum provision- on-site provision for students unable to access a full timetable due to	Social and emotional learning +4 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning"><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</u></a>	1,5,6

<p>social and emotional issues.</p> <p>Inclusive curriculum specific HLTA (£25,000)</p>		
<p>Personal learning budgets for students (£10000)</p> <p>Help with uniform (£3000)</p> <p>Educational visits (£5000)</p> <p>Educational materials (£5000)</p>	<p>Social and emotional learning +4</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>1, 2,3,4,5,6</p>

**Total budgeted cost: £ 347 701.80**



## 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.

- Early maths and English intervention.

Successful intervention delivered through Power of 2 programme in Maths. Move towards online resources to support more students

Accelerated reader was launched in the summer term 2021. We have continued to support this programme in year 7. Volunteers have been sought to support this programme which have improved our ability to lend books and the tutor programme in Year 7 and 8 also enables students to complete accelerated reader tasks. We have also improved the reporting of success to parents and introduced a league table of classes which has increased the number of books read in every group.

- Literacy focus

All students in year 7 received a book through the book buzz scheme to promote reading for pleasure. Drop and read has been rolled out whole school with subject areas rotating responsibility for delivering this opportunity in the first 15 mins of lessons per fortnight. In KS3 and KS4 DEAR has been fully embedded in the tutor programme and all tutors are reading to students on a weekly basis.

- Tracking using Horsforth quadrant and progress checks

Reviewed with HLTAs and at SLT. Key student strategies recorded on the intervention spreadsheets. HLTA team contacting pupils following progress reports and rewarding positive progress.

- Improved parental engagement to, include, at parents' evenings

Due to feedback from staff and parents on the benefits of online parents evening over face to face these have remained in place. Staff have been asked to contact parents of PP students who do not attend/ make appointment using HLTAs and EWO as support.

In 2023-24 we contacted parents of Y6 pupils around the time of transition activities to offer financial support regarding the purchasing of uniform packages. This was very successful and parental feedback means we will be looking to do the same in 2024/2025 as well as visiting our partner primary schools to facilitate this process.

In 2024/2025 we now host a pre-loved uniform sale every half term, which has proven to be very successful

- Disadvantaged students to receive individual tuition and feedback

All PP students identified to staff using the class-charts system. Students identified on seating plans. HLTAs used within departments to support identified student through use of assessment data.

PP+ pupils receiving 1:1 tuition in English and Maths to support their progress.

- Disadvantaged pupils engage fully with educational activity.

Bursary system reviewed and parents informed of changes. Needs of each student assessed and students received resources beyond the value of bursary where the need was identified. Trips, uniform, educational equipment such as calculators and revision guides provided.

PP+ students have been identified using contact with all students at census points. Liaison with parents about specific needs of this group has been increased via PP HLTA

## 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
Absolute Education	Absolute Education
Class Charts	TES

## 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?	We have supported students via providing a breakfast club drop with key staff. Provided digital devices to aid communication with parents when deployed and supported cultural trips.

	<p>Our PP HLTA has made contact with home and provided information about the support we can provide</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>We have very small numbers of service children in school.</p> <p>Recent training with an RAF wellbeing officer, provides additional signposting for pupils and parents which has effectively been used with a pupil whose Father is deployed overseas.</p>