

# Pupil premium strategy statement

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   | Wadham School                                       |
| Number of pupils in school  | 811   |
| Proportion (%) of pupil premium eligible pupils   | 195 - 24%   |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> ) | 2022/23 to 2025/2026                                |
| Date this statement was published   | December 2023                                       |
| Date on which it will be reviewed   | December 2024                                       |
| Statement authorised by   | Richard Burgas<br>Headteacher                       |
| Pupil premium lead  | Alex Davidson –<br>Assistant Headteacher,<br>SENDCo |
| Governor  | Kirsten Bryant                                      |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £145,082 |
| Recovery premium funding allocation this academic year  | £42,504  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £187,586 |

# 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, particularly in core subjects. We aim to enable all pupils from all backgrounds to better access further education, training and employment.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for the high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit non-disadvantaged pupils in our school. 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through structured learning Programmes for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

| Challenge number | Detail of challenge |
|------------------|---------------------|
|------------------|---------------------|

|   |   |
|---|---|
| 1 | The Maths and English attainment of disadvantaged pupils is generally lower than that of their peers according to exam and teacher diagnostic assessments. Option subjects, in general, also follow the same negative trend.  |
| 2 | <p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>CATs completed with new students show that 38% of disadvantaged pupils arrive below age-related expectations compared with 17% of non-disadvantaged students who arrive below age-related expectations.</p> <p>72% of SEN students arrive below age-related expectations compared with 32% of the cohort overall who arrive below age related expectations.</p>   |
| 3 | Our assessments, surveys, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils continue to have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies, student voice surveys and analysis of My Concern data. This is likely to continue to have an impact if not addresses in significant gaps in learning and pupils falling further behind age-related expectations, especially in the core subjects.   |
| 4 | <p>Our assessments (including well-being survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals), and low self-esteem. This is partly driven by concern about catching up lost learning and exams/prospects and the lack of enrichment opportunities due to the pandemic, financial barriers etc. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>During this past academic year referrals to safeguarding team for emotional and wellbeing support, continue to be high. 90% of pupils who see the school counsellor are PP. 44% of those who are requiring a social and emotional mentor are PP this academic year. A positive is that students are seeking support, and we can intervene early at the level 2 stage of need. There have been fewer level 3 and 4 referrals for emotional wellbeing.</p> |
| 5 | <p>Our attendance data over the last years indicates that attendance among disadvantaged pupils has been between 6-8% lower than for non-disadvantaged pupils.</p> <p>22.5 % of disadvantaged pupils have been persistently absent compared to 14.4% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>  |

## 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  |
|---|---|
| Improved attainment among disadvantaged pupils across the curriculum at the end of KS4 with a focus on English and Maths skills | <p>Progress shown in English and Maths at assessment points throughout the year, with disadvantaged pupils progress at least as good as non-disadvantaged pupils.</p> <p>All students including disadvantaged to achieve a positive progress 8 score by Summer 2024. To continue to achieve 100% of year 11 disadvantage students moving onto college and further education as we have for this academic year. For the NEETs in September 2024 to be 0%</p> |
| Improved reading comprehension among disadvantaged pupils across KS 3   | <p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>  |
| Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects                                | <p>Teachers reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.</p>   |
| To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.                                | <p>Sustained high levels of wellbeing demonstrated by: Qualitative data from student voice, student and parent surveys and teacher observation. Quantitative data shows improvement too. (SDQ scores, SMEH scales, professional reports etc)</p> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>  |
| To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils                                    | <p>Sustained high attendance demonstrated by:</p> <p>The overall absence rate for all pupils being no more than 5% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%</p> <p>The percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</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: £ 32,493

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Appointment of new Head of English (£6374). To drive whole school strategies to embed and develop literacy skills across all years, including raising the achievement of disadvantaged pupils.</p> <p>Librarian appointed (Driving e-readers, access to books for all etc (£2784)</p> <p>October-June- Employment of Maths teacher for 4.5hrs a week. To teach 4 groups of 4 students for 1 hour a week (yr. 11)</p> <p>January- June employment of an English teacher for 4.5hrs a week.</p> | <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject.</p> <p><a href="https://www.gov.uk/government/publications/improving-literacy-in-secondary-schools-a-shared-responsibility">https://www.gov.uk/government/publications/improving-literacy-in-secondary-schools-a-shared-responsibility</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English and other subjects on the curriculum.</p> <p><a href="https://www.oup.com.cn/test/word-gap.pdf">https://www.oup.com.cn/test/word-gap.pdf</a></p> | 1,2,3                         |

|  |   |         |
|--|---|---------|
| To Teach 4 groups of 4 students 1 hr a week(yr11)  |   |         |
| <p>Employment of additional AHOY (particular focus on attendance) and continued employment of Deputy SENDCo (£19,728) SEN team to have responsibility for managing PP strategy.</p> <p><i>Introduction of Pupil Premium Champions in every Curriculum Team to ensure interventions within Curriculum Team are in place and robust review and tracking procedures are being used consistently. They will also liaise regularly with the PP Lead to ensure opportunities are made available to PP students and barriers to access these are removed.</i></p> | <p>Feedback from disadvantaged pupils show positive effects on learning, meeting the needs of the pupils social and emotional health. Ensuring they have the right resources to meet the demands of homework and being part of school life. This will improve engagement and attainment of disadvantaged students.</p> <p>EEF- <i>“We know that pupils who are persistently absent from school are less like to achieve well academically.”</i></p> <p>Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.</p> <p><a href="https://www.gov.uk/government/publications/pupil-premium/pupil-premium">https://www.gov.uk/government/publications/pupil-premium/pupil-premium</a></p> | 3, 4, 5 |
| <p>Purchase of Edulink (£2000)</p> <p>Use of SISRA (£1715) especially at</p>   | <p>Tracking of progress and consequent interrogation of data should lead to improved first quality teaching and improved intervention once poor progress has been identified.</p>   | 3,4,5   |

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|--|---|--|
| <p>key data drop points and purchase of FFT Aspire (£1282)</p> <p>PP students to have revision guides in year 11. (£2325)</p> <p>Appointment of staff to launch Wadham's AP provision that provides targeted small group English Maths and SEMH interventions for those struggling to engage at times in class</p> | <p>Communication with parents is key and leads to improved attendance</p> <p><a href="https://educationendowmentfoundation.org.uk">Reducing class size   EEF (educationendowmentfoundation.org.uk)</a></p> <p>“International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations”</p> |  |
|--|---|--|

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

Budgeted cost: £ 47,668

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Adopting a targeted reading programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary.</p> <p>TA interventions.</p> | <p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text.</p> <p>Targeted intervention is shown to have a positive impact on progress and achievement therefore improving social and emotional health and attendance</p> <p><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>Reading pens/ LSA/Small targeted group/ exam concessions</p> <p>English Intervention</p> <p>Recovery English</p> <p>Lit Lead</p> | <p>1,2,3</p>                  |



|  |  |         |
|--|--|---------|
| <p>(£10,868)</p> <p>In house<br/>Alternative<br/>Provision<br/>providing extra<br/>English and<br/>maths and<br/>SEMH<br/>interventions.<br/>(£24,260)</p> <p>Yr. 11 English<br/>and Maths<br/>interventions.<br/>Yr. 11 option<br/>block C.<br/>5 lessons a<br/>fortnight.<br/>Students have<br/>dropped an<br/>option. This is<br/>taught by<br/>teachers at<br/>Wadham- extra<br/>hours for them.<br/>3 hours English/<br/>2 hours Maths.</p> <p>Yr11 option<br/>block D. 5<br/>lessons<br/>Students have<br/>dropped an<br/>option. This is<br/>taught by<br/>teachers at<br/>Wadham- extra<br/>hours for them.<br/>2 hours<br/>English/3 hours<br/>maths.<br/>(£12,540)</p> | <p>Tuition targeted at specific needs and knowledge gaps<br/>can be an effective method to support low attaining<br/>pupils or those falling behind, both one to one and in<br/>small groups</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>English and Maths Intervention<br/>LSA'S intervention<br/>AP small group and 1:1 English, Maths and SEMH.</p> <p>Recovery Maths and English<br/>This is one of the three Pillars advised by EEF in<br/>school's approach to reducing the gap "Targeted<br/>academic support"</p> |         |
|  | T  | 1, 2, 3 |

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

Budgeted cost: £98,880

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Adoption of Social and Emotional mentoring for specific pupils who require support regulating their behaviour and emotions.</p> <p>This includes training for school staff, collaboration with school counsellor, mental health school team, and teacher release time (£12,300)</p> <p>Appointment of Mental Health Lead</p>   | <p>There is evidence to suggest that social and emotional support can have a high impact on risk behaviours and behavioural difficulties. It can also support young people's social and emotional skills and can reduce symptoms of anxiety and depression</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><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p> <p>Exam invigilation<br/>ARK D of E<br/>Leadership<br/>Year 11 extra English and Maths<br/>REACH<br/>SSPS<br/>Counsellor<br/>MHST<br/>PHSE Programme<br/>Music lessons<br/>Uniform<br/>Computers<br/>College vocational courses</p> | 4 5                           |
| <p>Embedding principles of good practice set out in the DFE's <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p> | <p>Engagement with schools, outside agencies parents is key for communication, raising achievement etc<br/>See EEF documentation</p> <p><a href="https://www.supportservicesforeducation.co.uk/Page/20029">https://www.supportservicesforeducation.co.uk/Page/20029</a> Emotionally Based School Avoidance</p>   | 4 5                           |

|  |  |     |
|--|--|-----|
| This includes training for school staff in collaboration with Pastoral Hub, Heads of Year  | ARK D of E<br>Leadership all Years<br>MHST   |     |
| Contingency fund for acute issues  | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.   | 1-5 |
| Breakfast club 8.00-8.30 every morning in the canteen.<br>Students having to have a meal deal not individual items to ensure a balanced healthy option is had. | Association between breakfast consumption and educational outcomes in 9–11-year-old children from Cardiff university study( <a href="https://www.cambridge.org/core/journals/public-health-nutrition/article/association-between-breakfast-consumption-and-educational-outcomes-in-911yearold-children/8174B87D235C67D22C0913F66E1ED6B4">https://www.cambridge.org/core/journals/public-health-nutrition/article/association-between-breakfast-consumption-and-educational-outcomes-in-911yearold-children/8174B87D235C67D22C0913F66E1ED6B4</a> )<br><br><a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5746694/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5746694/</a> - Evidence to suggest diet linked to positive attainment, behaviour |     |

**Total budgeted cost: £83,058.**

## 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.

Our internal assessments and external during the past 3 years suggested that the performance of disadvantaged pupils was still much lower than the rest of their peers. The key areas to support remain the Core Subjects. The gap was also noticeable in most open options from the May 23 exams. But there were some key options areas and subjects where PP students preformed on par nationally or slightly above.

Despite being on track during the first year (2018/19) the outcomes we aimed to achieve in our previous strategy by the end of 2023 were not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact through KS3 and KS4 for these students, which disrupted all our subject areas to varying degrees and students access to consistent education from subject specialists. As evidenced in schools across the country, partial and full closure was most detrimental to our disadvantaged pupils. They were not able to benefit from pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided using online resources provided by teachers via TEAMS, Oak academy resources, inviting key vulnerable individuals into school to support their learning, and resuming pre COVID interventions such as tutoring, small group work etc a soon as education was back in the school setting. With students now being consistently back in school for over two ½ years, the strategies prior to this plan and the strategies for the coming academic year should begin to be more effective, as they are now becoming embedded and can be robustly reviewed and implemented.

Although overall attendance in 2023 was lower than we had aimed for it was in line with the national average. The attendance gap for disadvantages students was still too large, which is why attendance is a whole school focus and a new school procedure is being adopted this academic year to particularly target persistent absence.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health continue to be a key area for support for students having not fully returned to pre-pandemic levels. The impact was particularly acute for disadvantaged pupils. We are continuing to use pupil premium funding to provide well-being support for all pupils and targeted interventions where required. We are continuing to build on that approach in our new plan.

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## 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  |
|--|---|
| REACH Youth alternative education provider- SEMH | REACH   |
| GCSE English and Maths 1:1                       | Chard Learning Centre   |
| ARK D of E                                       | Somerset Works  |
| MHST   | Public Health   |
| Counsellors                                      | Wadham school purchases counselling hours from private counsellor Kate Hooker and Emma Connelly |
| Vocational College Courses                       | Yeovil College  |

## 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?    | <p>We have set up after school clubs enrichment activities such as music lessons and cultural visits and encouraged service children to attend. This supports friendships between service pupils. Regular check in with key worker</p> <p>A dedicated member of staff is available to support service pupils with anxiety and loss when a family member is deployed.</p> |
| What was the impact of that spending on service pupil premium eligible pupils? | <p>All service children attended a class visit or an educational experience offered. Teachers observed improvements in friendships/relationships through these trips and experiences.</p>  |



## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers, CPD, professional conversations to identify the challenges faced by disadvantaged pupils.

We looked at several reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at several studies and attended CPD opportunities about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

We are following the EEF'S tiered approach to pupil premium spending and support by considering the three core pillars in our above strategy:

- **“Improving teaching:** This might include professional development, training and support for early career teachers, as well as teacher recruitment and retention.
- **Targeted academic support:** Evidence consistently shows the impact that one-to-one and small group interventions can have on pupils who are falling behind.
- **Wider strategies to overcome non-academic barriers to learning:** This might include strategies to boost attendance, improve behaviour or provide social and emotional support"(EEF)