

## 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	Wapping High School
Number of pupils in school	364
Proportion (%) of pupil premium eligible pupils	48.1%
Academic year/years that our current pupil premium strategy plan covers	2021/22 to 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Gary Nelson
Pupil premium lead	Jonathan Palmer

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136,565
Recovery premium funding allocation this academic year	£20,735
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	£175,300

# 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 whole curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching and learning 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 the non-disadvantaged pupils in our school. Providing each student with skilled coaching is a high priority for the school and a key factor in our strategy to achieve our intention. Whilst the impact of coaching on a national level is still being assessed, we are confident that our established coaching programme has been key to supporting all pupils and especially those who are disadvantaged through the pandemic so far.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme 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 progress made in both maths and English by disadvantaged pupils was slightly below that of their non-disadvantaged peers in the 2021 GCSE T-A-G's. This is a new trend that has emerged as a result of the pandemic. Our in school analysis shows that the gap is present for all KS4 year groups, but is not widening.
2	Progress made in the KS3 'Open Element' subjects is significantly lower than the progress made by their non-disadvantaged peers. This is a trend that we have seen historically and one that has been pronounced by the pandemic and the disruption to school that it has caused. Subjects which currently show the greatest gap include sociology, drama, art and sport.
3	Our attendance data for the first term of the 2021/22 academic year shows that the attendance of disadvantaged pupils is below their peers. This is especially prominent in years 8, 9 and 11. The gaps in knowledge and understanding that form through absenteeism negatively impacts the progress of disadvantaged pupils.
4	At Wapping High School we have a higher than average number of EAL pupils, a high proportion of which have been in-year admissions. This has presented new challenges for the school to overcome. A high proportion of our EAL pupils come from disadvantaged families who are new to the country and have struggled to access appropriate services.
5	Our observations suggest many middle and lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in understanding the precise point at which improvement is needed and what the next steps are.
6	Throughout the pandemic, our observations have shown the quantity of oracy-based activities to have reduced and that pupils have returned to school following the lockdown with a resistance to fully engage in academic discussions. This has been particularly apparent with disadvantaged pupils.

## 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
Reduce the gap between the progress of disadvantaged pupils and their peers in maths and English at the end of KS4.	Disadvantaged pupils achieve in line with their non-disadvantaged peers in maths and English with: En/Ma Progress 8 score of above 0. 70% of students achieving 4+ in En/Ma 50% of students achieving 5+ in En/Ma
Improved attainment across the curriculum, especially in the open element subjects.	Disadvantaged pupils make good progress in all subjects with: Overall Progress 8 score of above 0. The gap between disadvantaged and non-disadvantaged pupils reducing to less

	than 5% (achieving target) across the open element subjects.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by the overall absence rate for all pupils being no more than 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.
To ensure EAL learners are able to access the curriculum through rapid language acquisition.	All Basic EAL pupils will have access to a digital learning platform and make a sublevel of progress on the Common European Framework of Reference (CEFR) per term. All priority EAL learners have access to an EAL specialist to support the development of their English Language.
To improve metacognitive and self-regulatory skills among all students including disadvantaged pupils across all subjects.	Disadvantaged pupils feel more independent and take greater ownership over their learning. They can review their outcomes and that can recognise when they make mistakes and so try out other methods and strategies to problem solve. They are able to articulate their strengths and opportunities to develop during student voice activities including when interviewed for subject area reviews.  The gap between the progress (to target) between disadvantaged and non-disadvantaged pupils narrows across all year groups.
To build confidence in the use of technical language to express opinion and when presenting to others.	Oracy activities are an integral part of learning across the curriculum. Pupils develop oracy through the Skill Builder programme and practice these skills with rich discussion and debate across all subjects.  Disadvantaged pupils progress to the top post-16 college / sixth forms and universities in line with their peers.

## 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: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appointments of an Assistant Director of Mathematics to further strengthen the leadership of KS3, specifically focussing on 'mastery'.</p>	<p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Studies show a +5 months impact per year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	<p>1, 3, 5</p>
<p>Appointment of an EAL specialist teacher to develop T&amp;L strategies for EAL students and to strengthen communication with the wider school community for all families.</p>	<p>Learners with EAL have a dual task at school: to learn English (language) and to learn through English. For this reason, EAL teaching aims to teach English using the mainstream curriculum as the context. Specific teaching strategies and resources are therefore necessary to make the language of the curriculum accessible to learners who use EAL.</p> <p><a href="https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/">https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/</a></p>	<p>1, 2, 4</p>
<p>Appointment of a SEND teacher to work with small groups of students, especially those who are 'double disadvantaged', providing expert support.</p>	<p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</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>1, 2, 5, 6</p>

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding metacognitive and self-regulation skills in all pupils, further developing the progress made in 20/21.</p> <p>This will involve ongoing teacher training and support and release time.</p>	<p>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 5, 6
<p>Developing Oracy across the curriculum through working groups within our professional development cycle and led by our learning leaders.</p>	<p>Pupil-to-pupil and pupil-teacher talk can help to build knowledge and understanding of cognitive and metacognitive strategies. Dialogue needs to be purposeful, with teachers guiding and supporting the conversation to ensure it is challenging and builds on prior subject knowledge.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf</a></p>	1, 2, 4, 5, 6

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

Budgeted cost: £45,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding a coaching culture throughout the</p>	<p>There is strong evidence that coaching promotes learning for all pupils (Creasy</p>	1, 2, 3, 5, 6

school to support wellbeing, motivation and self-directed learning.	& Paterson, 2005). Perceptions of goal progress are also positively linked to pupils' subjective well-being (Abdulla, 2018).	
Providing disadvantaged students with the opportunity to receive additional mentoring through the Reachout programme.	Mentoring is shown to have a positive impact on academic outcomes when mentor pairings are effective. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	3, 6
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.	All

**Total budgeted cost: £175,300**

## 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.

Whilst both disadvantaged and non-disadvantaged pupil groups performed well in their GCSEs and showed good progress, we have seen a gap form which isn't reflective of our historic GCSE data. Our assessment of the reason for this points primarily to the impact of covid-19 and the disruption to learning during the school-closure periods and through student self-isolation periods.

Our internal data found that across all year groups, disadvantaged students were impacted more than their non-disadvantaged peers. We feel that the inequality created as a result of the pandemic was minimised by our comprehensive remote offer which included tailored support, online coaching, chromebook & wifi loan system and the high-quality delivery of online lessons by our skilled and innovative teachers.