

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	Wolverhampton Girls' High School
Number of pupils in school	1159
Proportion (%) of pupil premium eligible pupils	8.7
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	T Young
Pupil premium lead	V Waller
Governor / Trustee lead	G Fox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,345
Recovery premium funding allocation this academic year	£27,876
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£124,221

Part A: Pupil premium strategy plan

Statement of intent

Aim: To ensure our disadvantaged students achieve their full potential in their social, emotional, and educational journey at WGHS, regardless of any barriers to learning they may face.

Vision: We recognise that our students are academically able as grammar school entrants but understand that our disadvantaged students may face a range of challenges that prevent them from fully accessing the opportunities that a high-quality education offers them. Our focus is that all students, regardless of background, can do and be their best, making good progress and achieving high attainment across our academically rigorous curriculum, whilst also immersing themselves in our culturally rich extra-curricular offer, enrichment programme and careers opportunities.

High quality, adaptive, responsive teaching is at the heart of our approach. The evidence-research has proven this to have the greatest impact on closing the disadvantage attainment gap whilst at the same time benefitting our non-disadvantaged students too, ensuring our approach is fully inclusive.

We will consider the challenges faced by vulnerable pupils, including those who have a social worker or are young carers, and are committed to narrowing any gap between our disadvantaged students and their peers, ensuring they are able to access all aspects of their school journey.

Our approach will be responsive to common challenges and individualised needs, rooted in robust diagnostic assessment, rather than assumptions about the impact of disadvantage.

Objectives:

- To ensure all students receive high quality, inclusive and adaptive teaching and learning within the classroom;
- To ensure all staff maintain high expectations for all students;
- To ensure all staff can identify the needs of disadvantaged students and work collaboratively to support these students to make progress in line with their peers;
- To provide individual support for students who are not making expected progress in lessons;
- To remove barriers to access and learning caused by financial, family, and social disadvantage;
- To ensure attendance at school of disadvantaged students is at least in line with the school's expectations;
- To ensure pupils are supported in their social and emotional wellbeing;
- To address literacy and cultural capital gaps among disadvantaged pupils, and
- To support our disadvantaged students to engage fully with all aspects of school life through the taught curriculum, enrichment opportunities, careers, and extra-curricular programme.

Challenges

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

Challenge number	Detail of challenge
1	Maintaining the excellent attainment and progress of our disadvantaged students in line with their non-disadvantaged peers in the GCSE and A-level examinations.
2	Limited access to life experiences and exposure to cultural capital that may restrict learning opportunities. This is particularly important for high achieving students aiming for Oxbridge, Russell Group, degree level apprenticeships and other universities. This includes activities such as school trips (including residential), wider enrichment experiences (such as the Duke of Edinburgh award) and access to music lessons.
3	Unable to participate in all aspects of school life due to financial restrictions.
4	Unable to access educational resources and support due to financial restrictions.
5	Some students may have specific learning, social, emotional and mental health needs that require additional support, help and guidance.
6	Maintaining high levels of attendance in line with school expectations.
7	Maintaining access to high quality careers, further education and apprenticeships and higher education guidance.

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 students achieve GCSE and A-level outcomes in line with their peers.	<ul style="list-style-type: none"> - Students achieve report and aspirational grades in line with their peers and well above the national average.
Timely identification of gaps in students' learning with particular reference to disadvantaged students.	<ul style="list-style-type: none"> - Centralised data tracking of disadvantaged students' progress and attainment against their peers. - Regular department meeting progress and attainment check-ins. - SoLs adapted to ensure gaps in knowledge are addressed. - Individualised support is provided when needed.
Provide a high quality and extensive CPD offer for staff: pedagogical, subject specific and leadership and management focused. Ensure this follows the EEF professional development guidance and is evidence based.	<ul style="list-style-type: none"> - Staff are encouraged to engage in personalised CPD and are provided with the time, resources, and financial support to enhance their professional development. This can be through whole school INSET days, elective sessions, coaching, support

	with national qualifications, working parties, outreach and any other avenue that supports a member of staff to develop professionally.
Disadvantaged students participate fully in school life.	- Participation in the curriculum beyond the classroom is in line with those not eligible for PP funding.
Financial support is readily accessed when needed.	- Funding to be claimed for transport, uniform, equipment, school trips, extra-curricular grants, music lessons.
Digital provision i.e. laptops / Teams access is available when needed.	- Laptops to be loaned to students in need, starting in Y11 and moving down to Y7, depending on availability.
Students have access to a Counsellor, Ed Psychologist, and other trusted members of staff trained in mental health first aid, to help with mental health barriers that require further support.	- Clear guidance given to students on who to go to if they wish to seek help for their mental health. They receive information to support them in identifying symptoms of poor mental health, as well as providing them with the personal tools to manage stress and have various sources of support available to them.
High attendance rates.	- Maintain high levels of attendance across all key stages that is in line with school expectations and reflects well in comparison to non-PP attendance
Successful careers guidance and destination outcomes.	- Maintain appropriate careers advice and support given to PP students in making suitable and ambitious choices for Russell Group Universities, Degree Level Apprenticeships, Further Education Training or Employment at Post-18. - Provision of a careers programme that meets the Gatsby Benchmarks. - Destinations for leavers to show all PP students able to access Level 4 courses in universities or apprenticeships, where this is the most appropriate route.

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: £13,172

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality, inclusive and responsive teaching and learning for all	<p>Specific strategies from the EEF PP Menu employed:</p> <ul style="list-style-type: none"> - Teacher knowledge, understanding and expertise of the cognitive science of learning and a direct, instructional pedagogical approach (EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence' and EEF T&L Toolkit +5 months progress) - Purposeful curriculum design - Production of high-quality curriculum materials - Purposeful use of feedback (EEF T&L Toolkit +6 months progress) - Effective use of digital technology (EEF's 'Using Digital Technology to Improve Learning') - Metacognition (EEF T&L Toolkit +7 months progress) 	1
Monitoring academic progress and attainment	<p>Specific strategies from the EEF PP Menu employed:</p> <ul style="list-style-type: none"> - Purposeful use of assessment, including standardisation E.g. <p>Robust tracking systems that are linked with effective interventions for disadvantaged pupils.</p> <p>PP pupils targeted as a learning group in department progress meetings</p>	1
Recruitment and retention of high-quality teaching staff	<p>Specific strategies from the EEF PP Menu employed:</p> <p>Curriculum content is delivered by subject specialists with extensive subject knowledge.</p>	1
Support for ECT	<p>Specific strategies from the EEF PP Menu employed:</p>	1

	Early Careers teachers have experienced mentors to ensure that all they receive regular and personalised support which complements a programme of professional development for all.	
Staff CPD on pedagogical practice	EEF guidance on 'Effective Professional Development' <ul style="list-style-type: none"> - Coaching programme (EEF 'Effective Mechanisms of PD') - T&L development department meetings - Embedding of a direct, instructional approach (Rosenshine) through staff training (EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence' and EEF T&L Toolkit +5 months progress) - Embedding of a fully inclusive pedagogical approach through QFT - T&L Research Group: assessment and feedback (EEF T&L Toolkit +6 months progress) 	1
Access to support from SENDCO	In school support both to teachers and students to understand individualised needs through PEPs and pupil passports. (EEF T&L Toolkit +4 months SEL)	1, 5

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

Budgeted cost: £41,049

Activity	Evidence that supports this approach	Challenge number(s) addressed
Peer-to-peer Support	Use of Sixth Form students to help with lower school students facing barriers to their learning (EEF T&L Toolkit +5 months progress)	1, 2, 4, 5
Year 11 Maths and English Tutoring Interventions	Education Endowment Foundation (EEF T&L Toolkit +4 months progress)	1, 4
Academic mentors	Education Endowment Foundation (EEF T&L Toolkit +4 months progress) when acting as 1-to-1 tutors	1, 4
VESPA coaching	Education Endowment Foundation (EEF T&L Toolkit +7 months progress)	1,4, 5

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide PP students with financial support for the costs of transport, uniform, equipment, extra-curricular opportunities, music lessons and trips.	Enables students to fully access all the opportunities made available to them by removing financial barriers to access (EEF T&L Toolkit +1 Month; +4 Months)	3, 4, 2
House Festivals: Arts, Discovery and Culture	Enables students to fully immerse themselves in school life (EEF Toolkit +3)	2
Educational Welfare Officer and attendance monitoring	Robust monitoring of attendance and referral to EWO as required will ensure that attendance concerns are addressed, and attendance levels are kept above the national average. (EEF T&L Toolkit +4 months progress)	5, 6
Access to professional counselling services	Addressing issues outside school which can provide barriers to learning (EEF T&L Toolkit +4 months progress)	5
Access to careers advice	Students receive careers talks, resources and assemblies from Year 7 onwards - focusing on apprenticeships, industry, universities courses, subject options, work experience and individual careers advice. Form strong links with alumnae to assist in the delivery of this extensive programme. Buy into Compass and Careers & Enterprise packages to support access to industry. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1002972/Careers_statutory_guidance.pdf	7

Total budgeted cost: £124,221

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 2021 to 2022 academic year.

Year 11 Summer Exams	Average across all subjects
9 PP	35%
9 Non-PP	35%
9-8 PP	77%
9-8 Non-PP	63%
9-7 PP	91%
9-7 Non-PP	84%
9-6 PP	97%
9-6 Non-PP	96%

Year 11 Summer Exams	Average Total Progress 8
PP	1.05
Non-PP	0.77

Year 11 Summer Exams	Average Points per Ebacc Slot
PP	7.58
Non-PP	7.47

Year 13 Summer Exams	Average across all subjects
A* PP	18%
A* Non-PP	14%
A*-A PP	42%
A*-A Non-PP	48%
A*-B PP	73%
A*-B Non-PP	74%
A*-E PP	100%
A*-E Non-PP	100%

Year 13 Summer Exams	Average Point Score per Pupil
PP	128.67
Non-PP	127.52

Year 13 Summer Exams	Average Value Added Score
PP	-0.23
Non-PP	-0.27

Employment of Rosenshine's range of universal strategies for learning ensured that all students could access the curriculum and that knowledge and skills were being embedded into long term memory. Furthermore, in class interventions enabled students to benefit from targeted 1:1 guidance when needed.

The majority of staff CPD was focussed on Rosenshine's Principles of Instruction, ensuring students benefited from high-quality inclusive teaching, both in the classroom and, when necessary, remotely too. Time was also given to staff to reassess their curricula and/or schemes of learning, in light of gaps in knowledge that had resulted from the pandemic.

PP students' progress data was tracked by CLs, HLs and SLT throughout the course of the year, enabling some PP students to be targeted for additional support for subject specific peer mentoring outside of lessons and 1:1 tutoring for English and Maths. These interventions, on average, ensured that more rapid progress was made between data collection points for intervention students, than the whole year group (Year 11 Mocks: intervention group increased APS by 0.69, compared to 0.43 for whole Y11 cohort). At A-level, 1:1 tutoring for other subjects such as Psychology, History, Business Studies and Geography were also offered to selected Bursary students enabling improved progress. (Each intervention student improved, on average, by half a grade in their subject.) VESPA coaching

was also provided on a 1:1 basis for selected 6th Form Bursary students, this time substantially improving progress and attainment. (On average, each intervention student improved by just over two grades across their three subjects.)

All Sixth Form and Y11 and Y10 students were provided with a device to help access learning at home, enabling them to use online materials, resources and lessons delivered via MS Teams.

All PP students were offered financial assistance to help with accessing all aspects of school life, including extra-curricular and enrichment opportunities. Participation in extra-curricular clubs was similar to that of their peers.

Supporting students with their social, emotional and mental health was a priority and where needed PP students were supported with therapeutic help from The Hub.

Attendance of PP / Bursary students remains in line with their peers.

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
Online tutoring programme	MyTutor

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?	Service children received the same support as other Pupil Premium students. Given the numbers involved it is not materially beneficial to reduce the support package for these students despite the lower financial allocation.
What was the impact of that spending on service pupil premium eligible pupils?	Service pupil premium students are analysed with all Pupil Premium students.