

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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	1118
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Current year 2021-22. The next plan will look to develop a three year plan as exams and trips return fully.
Date this statement was published	January 2022
Date on which it will be reviewed	September 2022
Statement authorised by	
Pupil premium lead	D Bowdler
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,345
Recovery premium funding allocation this academic year	£14,065
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p><b>Total budget for this academic year</b></p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£110,410</p>
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## Part A: Pupil premium strategy plan

### Statement of intent

*There are relatively small achievement gaps in achievement between pupil premium and non-pupil premium students. These gaps can sometimes be positive towards the pupil premium students rather than against them.*

*The most effective way to improve educational outcomes for pupil premium students is through high quality first teaching, curriculum support, targeted intervention and enrichment activities. Furthermore, as a basic starting point the school aims to ensure that all pupil premium students have access to transport, uniform, activities and basic learning resourcing in order to allow them to fully access teaching and learning within school.*

*Many students require additional support in order to develop their wider cultural capital to support the development of their “CV” ready for university or apprenticeship applications.*

*We recognise that not all children who receive free school meals will be socially disadvantaged and we also recognise that not all children that are disadvantaged have free school meals. We will allocate Pupil Premium funding after a needs analysis to identify priority groups and individuals.*

### Challenges

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

Challenge number	Detail of challenge
1	Over the past five years there has been little difference between the attainment and progress of Pupil Premium students and non-disadvantaged. However, in 2021 there were some notable gaps occurring in maths and some other subjects, possibly as a result of the impact of lockdowns and remote learning.
2	Lack of “life experiences” and exposure to cultural capital. This is particularly important for high achieving students aiming for Russell Group and other universities. This includes activities such as school trips, including residential trips, wider enrichment, such as Duke of Edinburgh award and access to music lessons.
3	Our outreach work and changes to admissions policy mean we have students from a wide geographical area. Pupil Premium students need substantial help in many cases to reach the school.

4	Students can have gaps in the resources available to other students that can limit their educational experience and hence achievement.
5	A significant number of students have specific learning, social, emotional needs that require additional support, help and guidance throughout the year.

## 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
To further develop intervention/catch up strategies in order to ensure that students are supported to make progress	Students receive targeted support and make progress from their September starting points. These
To introduce Rosenshine principles across the school in order to ensure improved teaching and learning.	Improve achievement of Pupil Premium students from September internal examination baselines.
Continue to support students in need of specific learning, emotional or social needs.	Students receive targeted support and make progress from their September internal examination baselines.
Embed the elements of “maths mastery” into maths lessons in order to support improved outcomes for students, including Pupil Premium students.	The gap in attainment and progress in maths falls from 24% difference (positive progress in maths).
To manage a re-launch of extra - curricular activities in order to support the wider cultural capital development of pupil premium students.	Pupil premium students are able to engage in activities such as school trips, clubs and music lessons.

## 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: £ £16000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Training and guidance for teaching staff in achieving high quality first teaching through developing and embedding the Rosenshine principles. In some cases departments have been over staffed to provide additional time to develop teaching and learning.</i>	<p><i>Research from The Sutton Trust has shown that high quality teachers have the most direct impact on student outcomes. Therefore, we train and support highly qualified teachers to deliver targeted support.</i></p> <ul style="list-style-type: none"> <li>• <i>Mastery Learning (Education Endowment Fund Toolkit +4)</i></li> <li>• <i>High quality feedback (EEF Toolkit +8)</i></li> <li>• <i>Collaborative learning approaches (EEF Toolkit +5)</i></li> </ul>	1
<i>Specific training and development for staff teaching maths mastery.</i>	<p><i>Research from The Sutton Trust has shown that high quality teachers have the most direct impact on student outcomes. Therefore, we train and support highly qualified teachers to deliver targeted support.</i></p> <ul style="list-style-type: none"> <li>• <i>Mastery Learning (Education Endowment Fund Toolkit +4)</i></li> <li>• <i>High quality feedback (EEF Toolkit +8)</i></li> </ul> <p><i>Collaborative learning approaches (EEF Toolkit +5)</i></p>	1

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

Budgeted cost: £40000 (plus Covid catch up funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One to one tuition and academic mentors</i>	<p>Research from The Sutton Trust has shown that high quality teachers have the most direct impact on student outcomes. Therefore, we train</p>	1

	<p>and support highly qualified teachers to deliver targeted support.</p> <ul style="list-style-type: none"> <li>• Mastery Learning (Education Endowment Fund Toolkit +4)</li> <li>• High quality feedback (EEF Toolkit +8)</li> <li>• Collaborative learning approaches (EEF Toolkit +5)</li> </ul>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 26762

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for school trips, including non-curriculum trips.	Hudak, 2003; Kiesel, 2006a; Mawdsley, 1999; Michie, 1998; Nadelson & Jordan, 2012; Scarce, 1997; Scribner-MacLean & Kennedy, 2007). All find that education visits have positive effects in both educational outcomes and career choices.	2
Financial support for music lessons.	Guhn et al (2019) found that students studying music achieved higher in their maths, English and science score, regardless of socio economic background. EEF Toolkit +3 months learning.	2
Financial support for school travel.	Students at the school consistently achieve positive progress 8 scores highlighting that attendance at the school is supportive of their wider academic achievement.	3
Financial support for learning resources.	Research by Tan and Chew (2018) found that introducing IT into homes improved maths scores. Whilst Bradley and Corwyn (2002) found the availability of learning materials was one of three features of a productive home learning environment.	4

**Total budgeted cost: £ 82672**

## 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.

*Given the Covid-19 pandemic the underlying strategy of pupil premium support was undermined through the changes caused by remote learning. Throughout 2020-21 students in school were taught their full curriculum remotely if they self isolated or during the "lock down" periods when schools were not open to all students.*

As such some of the normal support for trips and music lessons was used to cover the additional costs of providing more intensive pastoral support.

Academic mentoring through remote, in person and one to one led to significant improvements in the achievement of those students engaged. As a result the APS of those students involved increased from September to the Summer by 1.43 points and 26.9% on or above target. Gaps between the students involved and those not fell from 0.34 GCSE points to 0.14. The percentage on or above target improved to be slightly higher at +0.3%.

### 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
None	

### 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

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*