

Pupil premium strategy statement – [Windsor High School and Sixth Form 2024/25]

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	Windsor High School and Sixth Form
Proportion (%) of pupil premium eligible pupils	27.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	November 2024
Date on which it will be reviewed	September 2026
Statement authorised by	Mr Stephen Lanckham Headteacher
Pupil premium lead	Ms Helen Kinsey Deputy Headteacher
Governor / Trustee lead	Mr Craig Hopcroft

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£390,351
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£390,351

Part A: Pupil premium strategy plan

Statement of intent

Closing the attainment gap between disadvantaged students and their peers is a great educational challenge, however at Windsor High School and Sixth Form, it is our belief that no student, regardless of their socio-economic background, should be denied the right to maximise their potential.

Our intention is to use the Pupil Premium funding to remove barriers – to raise the aspirations, achievement and the opportunities for disadvantaged students. As a school we will consider the challenges faced by vulnerable students, and the activities we have outlined in this statement are intended to support their needs, whether they are disadvantaged or not. We seek for all of our students to thrive in a globalised world, to give all students, regardless of background the opportunities to be creative and empathetic when faced with existential challenges, and thus aspire to unlock students' academic and personal potential.

We are taking an evidence informed approach to Pupil Premium spending. EEF outlines how a tiered approach will help identify the strategies that will make the biggest differences to the life chances of our students. Quality first teaching is at the heart of our approach, as this is evidence informed to have the greatest impact on all students. Ensuring all students have access to quality first teaching, and supporting teachers to consistently improve and embed best practice is therefore a key priority for our school.

Evidence also illustrates the positive impact targeted academic support can have, alongside behaviour, social and emotional support of students. Thus our Pupil Premium strategy focuses on the whole child, supporting the academic and cultural capital of our students to unlock their academic and personal potential. Our approach will be rooted in diagnostic assessment, not assumptions to elicit the challenges to learning faced by our students as a result of socio-economic disadvantage.

Overarching aims:

- *Ensure that teaching and learning opportunities meet the needs of all of our students and staff are provided with CPL to maximise outcomes.*
- *Ensure disadvantaged students are challenged in the work that they are set.*
- *Act early to intervene at the point need is identified.*
- *Ensure that appropriate academic and pastoral provision is made for students who belong to vulnerable groups.*

Collectively as a school, it is therefore our intention and responsibility to ensure that all students, irrespective of their background or the challenges they may face, make good progress and achieve highly, both personally and academically.

Challenges

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

Challenge number	Detail of challenge
1	Observations and assessments with KS3 students indicate that disadvantaged students generally have lower reading and literacy levels than non-disadvantaged students. In Year 7 this year, SATs 2024 reading data highlights that 22% of students did not meet expected for reading (45% are PP)
2	Our data suggests that the aspiration and motivation amongst disadvantaged students can be behind that of non-disadvantaged peers. Disadvantaged students achieve a lower level of attainment than non-disadvantaged. As a school we need to improve the attainment of our disadvantaged students to maximise their future destination opportunities. The P8 difference between disadvantaged and non-disadvantaged in 2024 was -0.44 (2023 = -0.54). In addition, we plan to maximise the number of students on the EBacc pathway
3	Discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression and low self-esteem. There are numerous reasons given such as catching up with work and pressure of exams. These challenges can affect our most disadvantaged students. Half of the students currently requiring additional emotional support, either from outside agencies or within school support, are disadvantaged students.
4	In 2023/24 the attendance gap between disadvantaged and non-disadvantaged remained higher at 4.8% difference.
5	To maximise ATL and engagement in lessons. Many of our Pupil Premium students lack the ASPIRE virtues e.g. resilience, aspiration and other personal qualities that promote a positive attitude towards, and engagement with education. When faced with challenging tasks, many students do not exhibit the resilience needed for extended independent practice and ASPIRE for their future career goals.
6	To maximise the number of Pupil Premium students taking part in extracurricular activities. Barriers to extracurricular classes can include the high cost of activities/resources and difficulties to attend. Extracurricular activities can enhance the educational experience for disadvantaged students, help them improve their social skills and confidence, and not miss out on activities they might not otherwise have access to.

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 reading and literacy levels among disadvantaged students across KS3 and KS4.	<p>Identified students are accessing additional support via paired reading schemes, or one to one sessions.</p> <p>Impact is evidenced through KS3 and KS4 end of unit assessments, KS3 fluency tests, IDL data, Neale tests and Hodder reading tests. There will be a smaller disparity between the data of disadvantaged students and non-disadvantaged students</p>
To ensure that every disadvantaged student receives high-quality teaching so that they make strong progress on their educational journey.	<p>Leaders monitoring shows that the quality of teaching is continuing to improve which equates to greater levels of success in student outcomes. This will be evidenced via assessment data, lesson observations, student voice and ATL data.</p> <p>Curriculum visits outside of the classroom will engage learners</p>
Improved attainment of disadvantaged students across the curriculum at the end of KS4	<p>By the end of 2026/27, Year 11 data outcomes demonstrate that disadvantaged students continue to improve on progress and attainment. The outcomes and progress that disadvantaged students achieve will be in line with non-disadvantaged students.</p> <p>By the end of 2026/27, higher numbers of disadvantaged students to be entered for EBacc</p>
To sustain and continue to improve attendance for all students, with a particular focus on disadvantaged students	<p>Sustained high attendance up to 2026/27, this will be illustrated by:</p> <ul style="list-style-type: none"> Reducing the gap between the attendance of non-disadvantaged and disadvantaged students so that there is no gap Reduce the persistently absence gap between Pupil Premium and Non Pupil Premium students.
Greater engagement in learning	<p>Reduced number of Pupil Premium students receiving negative logs and an increased number of credits/positives issued for all students and especially those entitled to Pupil Premium.</p> <p>Teacher reports and class observations suggest disadvantaged students are more engaged in lessons and able to monitor/regulate their own learning.</p> <p>This will be evidenced via lesson observations, student voice and ATL data.</p>
Improved character and personal potential of students, through exposure to a wide range of extracurricular activities	<p>An increase in the number of disadvantaged students attending extracurricular clubs, trips and residential. Also, to increase careers exposure linked to the Database of Dreams. Evidence will be measured on student voice and student attendance to extracurricular/trips.</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: £ 284,956

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A focus on teaching and learning by continuing professional development. A programme has been devised to share a range of teaching and learning strategies, so that students benefit from the highest quality teaching, learning and assessment.</p>	<p>The EEF highlights that supporting high quality teaching is pivotal in improving children's outcomes. Through high quality teaching it can narrow the disadvantaged gap. CPD sessions will be planned with care and consider the context and needs of the students within our school. Strategies to support this include investing in professional development, training, coaching and support for early career teachers,</p> <p>Effective CDP Education Endowment Foundation EEF Guide to Pupil Premium</p>	<p>1, 2, 5, 6</p>
<p>Powering up students learning with digital technology. All students will have access to an iPad device to help support and enhance their learning opportunities.</p>	<p>Technology can be used to improve the quality of explanations and modelling. Technology offers ways to improve the impact of student practice and can play a role in improving assessment and feedback. Staff training will be delivered to maximise and support the use of iPads.</p> <p>EEF: Using technology to improve outcomes iPad in Education Results Realising the potential of technology in education: A strategy for education providers and the technology industry</p>	<p>1, 2, 4, 5</p>
<p>Improving literacy in all subject areas, in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will support all teachers to be teachers of literacy, with a focus on explicitly teaching Tier 3 vocabulary, and reading</p>	<p>The EEF found that studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, students who participate in oral language interventions make approximately five months' additional progress over the course of a year. <i>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</i></p> <p>EEF Improving Literacy in Secondary Schools Oral language interventions EEF</p>	<p>1, 2, 4, 5</p>

<p>Reading</p> <p>We will foster a reading culture for all students, alongside reading interventions for disadvantaged students who need additional help to access and comprehend texts and vocabulary</p> <p>We will identify the reading need to ensure the appropriate intervention is implemented</p>	<p>Reading is arguably the most crucial literacy skill for cross-curricular success in secondary schools. The curriculum continues to be dominated by text, both in print and on screen, and our learners need to be able to read effectively in order to understand, make sense of and take meaning from the wide range of texts presented to them especially as the reading age of texts across the curriculum increases each year. We need to identify the literacy/ reading needs to ensure the appropriate interventions take place. On average, students who participate in reading comprehension strategies make approximately five months' additional progress over the course of a year.</p> <p>EEF secondary reading report</p> <p>EEF Improving Literacy in Secondary Schools</p> <p>Closing-the-reading-gap</p>	<p>1, 2, 4, 5</p>
<p>Developing metacognitive and self-regulation skills in all students, so that students become resilient, independent, self-regulated learners who act and understand feedback given in class and for homework</p>	<p>Metacognition and self-regulation approaches to teaching support students to think about their own learning more explicitly. Evidence illustrates this approach as having a positive impact on attainment. Furthermore, effective setting of homework can add an additional 5+ months of progress for an individual.</p> <p>EEF: Metacognition and self regulation</p> <p>EEF: Homework</p>	<p>1, 2, 4, 5</p>

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

Budgeted cost: £58,552

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with external provision to provide bespoke support for identified students.</p> <ul style="list-style-type: none"> - Elevate - Academic mentors 	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support students who need additional support.</p> <p>The EEF evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average, with small group tuition having on average four months of additional progress.</p> <p>Moving forwards, making a difference: A planning guide for schools 2022 – 23</p> <p>"Catch-up" and recovery approaches: Selected reading • Chartered College of Teaching</p> <p>One to one tuition EEF</p> <p>Small group tuition EEF</p>	<p>1, 2, 3, 4, 5</p>

Developing a reading culture for all students, and to target intervention for students who are not reading at age appropriate levels.	Reading comprehension strategies can have a positive impact on students' ability to understand texts and context. EEF secondary reading report closing-the-reading-gap	1, 2, 4, 5, 6
Literacy and Numeracy Saturday School Holiday support classes	Targeted support for KS3 students who have been identified as underachieving will give them the opportunity to focus on literacy and numeracy to enhance their progress by working in small groups. Support for all Year 11 students with examinations and revision techniques that are supplementary to those delivered in school. Small group tuition EEF	1, 2, 3, 4, 5, 6
Online learning platform for all students in KS4 to raise outcomes in English, Maths and Science	Allowing students to engage with up to date technology to further their progress in core subject areas. Packages include bespoke tutorials based on student misconceptions.	1, 2, 5
Elevate external exam support. Students will benefit from revision strategies delivered by Elevate	Supporting students study skills so that they can improve their performance in examinations. Research also outlines the importance of parental input as a tier of support for students. https://uk.elevateeducation.com/	1, 2, 5

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

Budgeted cost: £46,842

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental health sessions Small group sessions with the counsellor/ mentor	EEF Social and Emotional learning report highlights social and emotional approaches have a positive impact on average of 4 months additional progress. EIF's report on adolescent mental health found good evidence that targeted interventions support young people's social and emotional skills and can reduce symptoms of mental health (anxiety), improve social interaction and attainment.	1, 2, 3, 4, 5, 6
Appointing pastoral extended leaders to give extra capacity to the pastoral team to work with students who need additional support.	The latest prevalence data for England on young people's mental health shows that approximately one in seven young people aged 11–19 experience at least one mental disorder. The EEF highlights that teaching assistant/ pastoral interventions can result in	1, 2, 3, 4, 5, 6

Behaviour for learning mentors	<p>a child making 4 months progress from small groups or 1:1 sessions.</p> <p>Coronavirus - student mental health NHS- Mental health of young people Promoting and supporting mental health and wellbeing in schools and colleges Teaching Assistant Interventions</p>	
<p>Embedding principles of good practice set out in DFE's improving school attendance.</p> <p>Attendance/ support officers will be appointed to improve school attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. The DfE absence and attainment report published in 2016, highlights the link between higher levels of absence (low attendance) and a lower attainment at KS4. Students with no absence are 2.2 times more likely to achieve a grade 9-5 including English and Maths than students with an attendance lower than 85%.</p> <p>Improving school attendance: support for schools and local authorities DfE Absence and Attainment</p>	1, 2, 3, 4, 5
<p>As disadvantaged students are less likely to participate in extracurricular activities compared with their fortunate peers (Sutton Trust) It is important to ensure that students can access this provision to enhance their academic potential, cultural capital and personal potential, this will be achieved via subsidies of Duke of Edinburgh scheme and trips</p> <p>Personal potential opportunities</p>	<p>Children from the poorest households are much less likely to take part in any extracurricular activity, but particularly music and sport. Sutton Trust research has highlighted that there remains a gap between social groups when participating in extracurricular activities. Rates of participation are around 15 percentage points higher among parents in social groups A, B, or C1 (84%) than among parents in social groups C2, D, or E (69%).</p> <p>The DfE - An unequal playing ground report highlights that increasing attendance to extracurricular can increase a students aspirations, self-esteem, attendance and university/ higher levels of education enrollment. Extracurricular activities boost young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities</p> <p>Sutton Trust Summary DfE Report Life skills and enrichment EEF</p>	1, 2, 3, 4, 5, 6

Total budgeted cost: £390,351

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our data for 2023/24 suggests that the performance of our disadvantaged students, although improving in some attainment measures, is still lower than non-disadvantaged students. The Attainment 8 score for disadvantaged students was 4.01 in 23/24 (3.72 22/23), this reflects a national picture of a widening gap in progress, yet is still above the national attainment for disadvantaged students of 3.49 in 22/23 and the local authority of 3.27.

Our disadvantaged outcomes are also above those of similar schools according to FFT data. Our basic measure in English and Maths showed an increase in 23/24, with the percentage of disadvantaged students achieving a good pass in Maths and English increasing from 22% in 2023 to 32%. The amount of standard passes also showed an increase from 39% in 2023 to 53%. In terms of progress we still have a gap between disadvantaged and non-disadvantaged students. Although our progress figure of -0.24 (22/23 = -0.27) is better than national progress of -0.57 in 22/23 and the local authority's -0.59 for disadvantaged students we are still committed to closing our gap.

Our progress has improved over the last three years, in 2022 it was -0.45 compared to -0.27 in 2023 (+0.18), and in 23/24 our progress was -0.24. We still need to fully realise our targets for disadvantaged students, and will continue to take action and implement strategies as outlined in this report to help reduce the gap between advantaged and disadvantaged students.

Ensuring that students receive high quality teaching across the curriculum and strategic recovery premium spending following the NTP has demonstrated a reduction in gaps in some outcomes and whilst these are small it is important to put them in context. In 2024/25 we aim to improve outcomes for disadvantaged students in these areas and will continue to use Pupil Premium funding to target these gaps.

Although attendance of disadvantaged students has been on an upward trend since 2017, the pandemic and subsequent issues have affected our overall attendance statistics over the years. The average gap is 4- 6%, this gap needs to be reduced which is why attendance is a focus on our current action plan.

To empower the learning experience of our students, iPads have been issued to all students in Y7 - Y11. The effective use of iPads within classrooms and supporting all of our students with their learning at home continues to be an area of focus for 2024/25.

The school will continue to focus on reading as a whole school, but in particular our struggling readers, many of whom are from disadvantaged backgrounds. The curriculum continues to be dominated by text, both in print and on screen, and our learners need to be able to read effectively in order to understand, make sense of and take meaning from the wide range of texts presented to them, especially as the reading age of texts across the curriculum increases each year. In 2021/22 the tutor reading programme was launched for the whole school and has seen increases in reading ages within all year groups. The reading intervention programmes, including paired reading, showed progress had been made with students involved making on average 11 months progress in 8 calendar months.

Before full lockdown, attendance to extracurricular enrichment activities was exceptional, with disadvantaged and advantaged students participating equally. 2021/22 illustrated another successful participation rate, with 50% of all disadvantaged students in Years 7 - 10 participating in clubs and extracurricular opportunities. Continuing to promote participation and offer opportunities to enhance the personal potential of all our students, especially our

disadvantaged, will continue to be something we use the Pupil Premium and Recovery Premium funding to support.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your Pupil Premium (or Recovery Premium) to fund in the previous academic year.

Programme	Provider
Class Charts up to 22/ 2023 Arbor 23/24	Class Charts Arbor

Further information (optional)

In planning our new Pupil Premium strategy, we have reviewed previous action plans, their implementation and the impact. By evaluating what has been successful, we have created a new three year strategy that will allow us to try to reduce the attainment and progress gap of the disadvantaged, this is reviewed at the end of each academic year.

As a school we are heavily influenced by academic research in all aspects of teaching and learning, curriculum and assessment. We have also utilised the EEF's implementation guidance to help us develop our strategy and will continue to use it throughout its implementation.

We will review the impact of our activities regularly, and adjust our approach accordingly so as to secure the best possible outcomes for all of our students.