



Pupil premium strategy statement

This statement details Wymondham College 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 College.

School overview

Detail	Data
School name	Wymondham College
Number of pupils in school	1433
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Dan Browning
Pupil premium lead	Jayne Edmunds-Grezio
Governor / Trustee lead	Jodie Hosmer/ Sally Bashuan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,130
Recovery premium funding allocation this academic year	£16,240
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	£98,370

Part A: Pupil premium strategy plan

Statement of intent

Our objectives for pupils who have necessary tools and are in receipt of PP funding are threefold:

1. To ensure all PP students make progress in line with their peers in all subjects
2. To ensure a childhood set of experiences at least in line with their peers.
3. To ensure all students receive additional and specialised intervention so they make informed choices about the next stage of their learning

In order to achieve the objectives above the school will focus on the following key principals:

1. All PP pupils will make academic progress in line with their peers

Exceptional teaching is at the heart of ensuring PP students make progress in line with their peers. At Wymondham College we will ensure all PP pupils receive the very best teaching in every subject. The pandemic has also meant that some PP pupils have fallen further behind in some subjects. We will ensure recovery in line with their peers through: dedicated and personalised intervention strategies, inclusion in the national tutoring programme initiative and all staff adhering to the '**PP First**' initiative.

2. All PP Pupil's attendance will be above or in line with national average attendance

Attendance will be assured through a rigorous attendance strategy partnered with supportive home school dialogue. Every effort will be made at all levels including tutor, House, attendance officer and other agencies, to ensure sustained attendance is achieved.

3. All pupils will be supported to foster independent learning, greater autonomy and self-directed learning through teaching strategies, extracurricular activities and supportive personalised pastoral care.

All PP students will have access to a tutor who will ensure the conditions for learning in school and at home do not hinder academic progress or attainment. Teaching strategies and whole school initiatives will strive for PP pupils gaining greater autonomy, resilience and being able to self-direct their learning.

4. All PP pupils will take part in a childhood set of activities which broaden pupil outlook and perspectives.

There is much evidence to suggest that those in receipt of pupil premium funding do not always experience a rich set of activities and opportunities which broaden their outlook and perspective. This has been further compounded by the national lockdowns and the pandemic.



Wymondham College will ensure a memorable set of experiences which support engagement and independent growth.

5. All PP pupils will take part in C.E.I.A.G. (Careers Information Advice and Guidance) activities which broaden knowledge of careers and ensure informed choices as to the next steps of their learning from year 7.

The College will ensure an enhanced CEIAG package of activities which will include personalised mentoring and dedicated careers interviews. The pandemic has reduced the opportunities for face to face discussions on career opportunities and detailed discussion on next steps in learning, career development and progression routes.

Challenges

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

Challenge number	Detail of challenge
1	<p>External GL assessments in English show that of the 10% of students in Year 8 who are graded as below average based on SAS bands, 24% of them are disadvantaged students.</p> <p>External GL assessments in Maths show that of the 10% of students in Year 8 who are graded as below average based on SAS bands, 19% of them are disadvantaged students</p> <p>External assessments in Maths for Year 8 students show that 8% of non-disadvantaged students account for the very high standard age score of >126 of which 0% are disadvantaged students.</p> <p>External assessments in English for Year 8 students show that 16% of non-disadvantaged students account for the very high standard age score of >126 of which less than 1% are disadvantaged students</p>
2	<p>2021 results suggest that although the progress of our disadvantaged students is greater than non-disadvantaged (+0.3), there is a -0.6 gap in progress for HPA students. Overall attainment for disadvantaged at WC is in line with national average but is lower than our non-disadvantaged cohort (-0.6)</p>
3	<p>KS4 assessments for Year 11 in 2020-2021 indicated that disadvantaged students scored a lower average grade and recorded a lower Ebacc points score than their non disadvantaged peers.</p>
4	<p>Our safeguarding data shows that referrals made in the Summer Term 2021 were made up of 43% of the PP cohort together with 37% of the non-PP cohort. Indicating a</p>

	slightly higher proportion of referrals from disadvantaged students. Additionally, the impacts of mental health and strains placed on families with the disruption of schooling due to COVID, means that students from disadvantaged backgrounds can often require more support from schools.
5	Some, but not all PP pupils start year 7 with a fixed mindset of their ability and prospects.
6	Some, but not all PP students lack positive role models and thus lack guidance with future progression options.

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
All PP pupils will make academic progress in line with their peers	<ul style="list-style-type: none"> Outcomes in all subjects matches that of their peers
All PP Pupil's attendance will be above or in line with national average attendance	<ul style="list-style-type: none"> Attendance data for all PP pupils in line with or above national.
All pupils will be supported to foster independent learning, greater autonomy and self-directed learning through teaching strategies and supportive personalised pastoral care	<ul style="list-style-type: none"> Staff successfully employing teaching strategies which foster independent learning. PP participation in whole school initiatives such as wider reading schemes or Powerful Words project. Tutors employing a 'PP First' strategy.
All PP pupils will take part in a childhood set of activities which broaden pupil outlook and perspectives.	<ul style="list-style-type: none"> PP pupil's participation in extracurricular opportunities (Wymondham Life), including access to course/study related trips (e.g. Geography field trip) All PP pupils to attain the Floreat Diploma by the end of Year 9



<p>All PP pupils will take part in C.E.I.A.G. (Careers Information Advice and Guidance) activities which broaden knowledge of careers and ensure informed choices as to the next steps of their learning from year 7.</p>	<ul style="list-style-type: none"> • Fully participating in school's KS3 careers programme:. • Having at least two independent careers interviews at KS4. • Being mentored by a specialist mentor during KS4. • All PP students making successful progression choices by the end of KS4
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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: £ 47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide Step Up to English and Maths support at KS4: Learning Leads appointed in Maths and English with responsibility for creating and enhancing strategies and resources to deliver a programme for underachieving pupils</p>	<p>EEF Teaching and Learning tool kit: Small group tuition</p>	<p>2,3</p>
<p>40% contribution to specialist teaching and small group intervention support</p>	<p>Small group tuition Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3</p>
<p>Appoint specialist teacher to research and develop online learning strategies</p>	<p>EEF Teaching and Learning tool kit: Digital technology Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3</p>
<p>Strand 1 of the CPD focus for the year for all</p>	<p>EEF Teaching and Learning tool kit: Feedback</p>	<p>1,2,3</p>



teachers on effective 'Feedback'		
Strand 2 of the CPD focus for the year for all teachers: Meta cognition and self-regulation	EEF Teaching and Learning tool kit: Meta cognition and self-regulation	1,2,3
Strand 3 of the CPD focus for the year for all teachers is: Setting effective Homework	EEF Teaching and Learning tool kit: Homework	1,2,3
Powerful words – continuation of primary intervention into secondaries	Powerful Words Project 2020-21 - Teach in Cambridgeshire (teachincambs.org.uk)	1,2,3

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of the National Tutoring programme funding to assist with the application of new research strategy for bespoke small group intervention for KS3/KS4 low attaining students in maths, English & science..	EEF Teaching and Learning tool kit: Small group tuition	1,2,3
Ensure each PP pupil receives <i>at least</i> three 1 to 1 targeted tutor interviews each year and these are always in the first week of each new term.	EEF Teaching and Learning tool kit: Aspiration Interventions EEF Teaching and Learning tool kit: Behaviour interventions	1,2,3,4,5,6



	EEF Teaching and Learning tool kit: Mentoring	
Ensure every PP student has access to relevant online revision and learning platforms for KS3 and GCSE study	EEF Teaching and Learning tool kit: Digital technology Toolkit Strand Education Endowment Foundation EEF	4,5,6

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

Budgeted cost: £ 28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that every PP student's parent/s attend virtual parent evening events each year	EEF Teaching and Learning tool kit: Parental Engagement	4,6
Each student to successfully complete the Floreat Diploma by the end of Year 9 and strive to engage with cultural capital into KS4 and beyond.	EEF Teaching and Learning tool kit: Arts Participation EEF Teaching and Learning tool kit: Outdoor Adventure Learning EEF Teaching and Learning tool kit: Sports Participation	5,6
Provide additional welfare support for the College Wellbeing Centre so that identified PP students are provided with timely support. To also provide specific support such as art therapy	EEF Teaching and Learning tool kit: Social and Emotional Learning	4
Support effective CIAEG for PP students to raise careers awareness and support progression of disadvantaged students to Post 16. Provide peer mentors	EEF Teaching and Learning tool kit: Mentoring	5,6
Provide financial support for students to	EEF Teaching and Learning tool kit: Arts Participation	4,5,6

engage with Wymondham Life and other curriculum activities which enhance their wider learning experience.	EEF Teaching and Learning tool kit: Outdoor Adventure Learning EEF Teaching and Learning tool kit: Sports Participation	
Provide families with uniform support		4

Total budgeted cost: £ 95,000 with a contingency of ~ £3,000 to allow for additional spend to support PP strategy as opportunities permit

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.

A number of our planned strategies were not fully implemented due to COVID-19 restrictions and partial college closures. Our resources were diverted to support acute and unplanned need arising from the pandemic.

Although national assessments were cancelled in 2020/21, our school assessments demonstrated that disadvantaged pupil performance as measured on the FFT aspire platform suggest the following outcomes:

Aim	Outcome
Reduce the P8 gap between disadvantaged and non-disadvantaged pupils	FFT data analysis suggests that we have not only reduced this gap, but that our disadvantaged students have made better progress than non-disadvantaged students (+0.3)
Reduce the A8 gap between disadvantaged and non-disadvantaged pupils	FFT data suggests that the A8 gap has narrowed by 0.3.
Increase the number of pupils achieving 5+ in English and maths	Achieved – Unclassified data suggests that this has improved by 5%
Improve engagement with whole school ethos and core values; Pride, Passion and Positivity	Partially achieved – Barriers to monitoring due to periods of lockdown

Externally provided programmes

Programme	Provider
Progress tests in maths and English	GL Assessment
Reading tests	GL Assessment
Vocabulary enhancement	Bedrock