

West Craven High School pupil premium 3 Year strategy statement 2025 to 2028 (Updated October 2025)

This statement details our school's use of pupil premium and recovery premium for the 2025 to 2026 academic year. This funding is 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	West Craven High School
Number of pupils in school (at time of funding)	535
Proportion (%) of pupil premium eligible pupils	29.5
Academic years that our current pupil premium strategy plan covers	2025-2028 (3 years)
Date this statement was published	Oct 24
Date on which it will be reviewed	Sep 25
Statement authorised by	J Bates
Pupil premium lead	J Bates
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£175, 000
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£175, 000

Part A: Pupil premium strategy plan

Statement of intent

We use our core values of ASPIRE to improve the quality of education for all students. However, we recognise that disadvantaged and those just above the threshold of the disadvantage criteria, as a result of non-academic challenges, experience a negative impact on their education and access to learning.

Our vision is to ensure all students are provided with a personalised, high-quality education for all, whilst enabling them in their career aspirations. Through the Pupil Premium Strategy, we have carefully identified the challenges our disadvantaged students may face throughout their career in school and made a commitment to the strategies available to us in ensuring our students make good progress in their studies and reach their intended outcomes.

Throughout the Pupil Premium Strategy, we have outlined a wide range of activities which will be implemented throughout the academic year and beyond to provide our disadvantaged students with the opportunities to succeed. The activities identified are intended to support all students across school, but specifically our most disadvantaged, including those with high prior attainment.

High quality teaching is at the forefront of our Pupil Premium Strategy and focusses on providing our disadvantaged students with the most support. Academic evidence strongly suggests that this proves to have the greatest impact in raising the attainment levels of our disadvantaged students and closing the gap between non-disadvantaged students. It is also vital that this attainment level is maintained and improves across each year.

Included in the Pupil Premium Strategy is targeted academic support and wider whole-school strategies for our disadvantaged students. This not only includes our disadvantaged students accessing in-school support in order to progress with their attainment, behaviour and attendance, but also in implementing external agency support for our students where required. We believe that working alongside our parents/carers of our children is vital for this to be successful.

At the end of each academic year, we will then review the outcomes of our Pupil Premium Strategy and adapt the plan to ensure our disadvantaged students have every opportunity to make good progress.

Challenges

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

Challenge number	Detail of challenge
1	Our disadvantaged (DIS) students across all prior attainment groups, make less progress in comparison to our non-DIS students
2	Attendance for disadvantaged students across school is lower than non-PP students overall. This reduces hours spent in learning and has an impact on progress. Persistent absence for disadvantaged students is higher than non-disadvantaged students
3	Disadvantaged students are more likely to be removed from the classroom for exhibiting behaviours leading to consequences, Internal Exclusion or suspensions by up to 10% in comparison to non-disadvantaged students. This has an impact on student progress, achievement, outcomes and attendance.
4	Low aspirations. Some students have low aspirations. This is partly evidenced through work ethic and their attitudes towards academic achievement, but is particularly apparent through approaches towards work experience opportunities and post 16 provision where there is a tendency for students not to aim high enough
5	A higher proportion of PP students experience social, emotional and mental health issues (SEMH), which has a detrimental effect upon behaviour, attendance and achievement
6	Pupil premium students are typically disadvantaged with the provision of resources and equipment including e-learning
7	Parental engagement is lower for disadvantaged students compared with non-disadvantaged students. This is evidenced for example by our attendance to Parents Evenings and extra-curricular events
8	Student participation in extracurricular activities, trips, rewards and events is an area which we will continue support to develop their cultural capital.

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
High levels of progress for all disadvantaged students	<p>Assessment information is essentially an indication of progress in literacy and numeracy. KS3: Disadvantaged students to show, on average, they are meeting or beating their target in English (i.e. at least expected progress).</p> <p>KS4: Disadvantaged students to show, on average, a positive English and Maths progress score (i.e. at least expected progress). This will be evidenced during tracker data and final GCSE results in the Summer Term</p>
Increased attendance rates for disadvantaged students	<p>Overall attendance for disadvantaged students to be closer to 95% to narrow the attendance gap between disadvantaged and non-disadvantaged students.</p> <p>Reduce the number of persistent absentees amongst disadvantaged students.</p>
Improve the Behaviour for Learning of disadvantaged pupils by following the Academy Culture procedures, including the West Craven Way' initiative which focusses on the core 'ASPIRE' values of student characteristics.	<p>A reduction in the number of disadvantaged students being exited, isolated, suspended or excluded. Build on the success of co-operative learning strategies to improve peer discussions about the work and progress in subject lessons. Metacognition is understood and strategies are effectively implemented by teaching staff to develop student engagement and critical thinking.</p> <p>Student awareness raised to ensure hard work and success is recognised and rewarded to promote a personal responsibility of their actions within school. This includes Class Charts being used effectively to communicate all behaviour to all stakeholders and a collective accountability is developed between students, staff and parents.</p> <p>Trauma Training strategies and initiatives implemented effectively across whole school by staff to ensure effective management of disadvantaged students and reduce the number of incidents escalating to crisis points.</p>

<p>Parents of disadvantaged students engage more frequently and positively with school helping students to have an increased rate of progress and higher attendance</p>	<p>Increase attendance of parents of disadvantaged students to parents' evenings and whole school reward events. Parental events to centre on activities that will have a direct impact upon parent's ability to help their children with their learning.</p> <p>Implement Learning Parent Partnership Award Action Plan in preparation for re-accreditation.</p>
<p>Increase aspirations and progression routes for disadvantaged students</p>	<p>100% of year 11 disadvantaged students to secure a positive destination for post 16. Increase the numbers of disadvantaged students pursuing level 3 courses from last year. Ensure disadvantaged students take part in a range of career opportunities. Raise aspirations through careers using the Gatsby Bench_marks. Careers advisor engages with all disadvantaged students, ensuring access to 1-1 meetings for students and parents are available.</p>
<p>Increase the number of disadvantaged pupils taking part in extra-curricular activities, visits and trips</p>	<p>Percentages of disadvantaged pupils involved in extra_curricular activities and/or external trips and visits in</p>
<p>There is effective support in place to support children's social, emotional and mental health needs.</p>	<p>Pastoral support records reflect the provision needed to meet children's identified needs. Increased positive behaviour rewards, improved attendance and reduced suspension data demonstrating the impact of effective pastoral care.</p>

Activity in this academic year

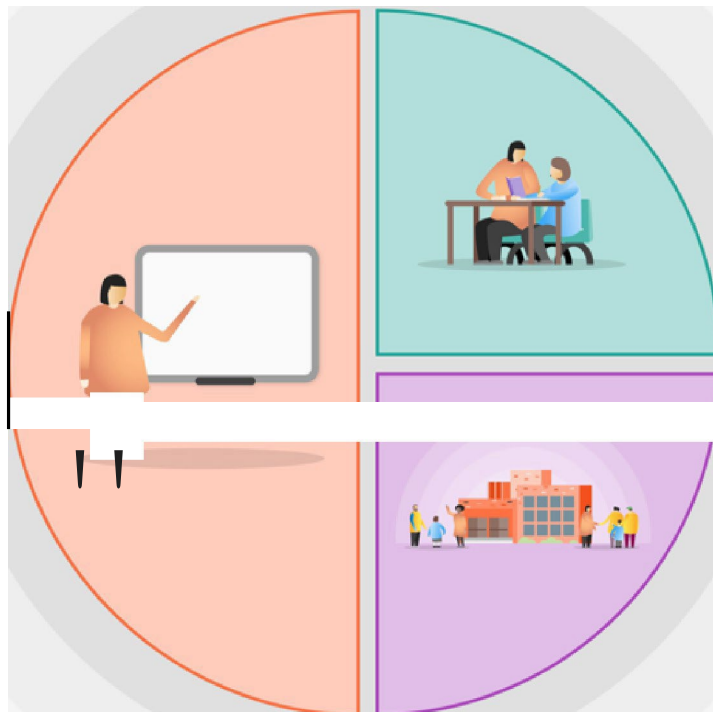
This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Pupil Premium Strategy 2022-23

1

Teaching

- To further improve 'Quality First Teaching' across school. Targeted CPD for all staff; peer collaboration / sharing good practice
- To improve quality of teaching and engagement of students through use of metacognitive learning strategies and the development of deep questioning and greater use of differentiation.
- Ensure recruitment of high quality classroom practitioners
- To ensure high quality marking, assessment and feedback to address gaps in learning. MAD time focused on pinpoint areas of development
- To ensure appropriate levels of challenge in lessons, especially for PP students. Focus on challenge and high expectations in teaching and learning. Ensuring appropriately challenging homework
- Teaching with the use of additional resources for GCSE subjects, ensuring equal access to course materials, additional revision materials
- Strategic Seating plans and wider upstanding of individual needs. S
- To enhance the development of literacy resources across the curriculum with quality resources
- Improve the quality of Maths and numeracy and cross-curricular numeracy provision with quality resources.



2

Targeted academic support

- We Are Readers (Reading Academy, NAARA) (to include: Enrichment activities, robust reading, poetry day reading rewards, and subsidising students with home reading materials)
- National Tutoring Programme mentors
- Intervention for students with low NGRT Tests
- Targeted intervention
- TA intervention

3

Wider strategies

- Supporting access to the wider curriculum to ensure PP students enhance their cultural capital needed to be successful.
- Specialised programmes which are targeted at students with specific behavioural issues
- Approaches to developing a positive school ethos or improving discipline across the whole school and focus on managing the environment
- Provision of basic uniform, resources and equipment to ensure equality of opportunity.
- Revision materials for public exams
- Hardship fund
- Breakfasts provision as appropriate.
- Improve attendance rates of PP students and narrow attendance gap to other students. Attendance manager and year teams to work together on a first day response system with priority for vulnerable and discuss their progress and attendance, every half term.
- Emotional well-being of PP children met. Identified children to be given one to one counselling to support their emotional health and wellbeing
- Effective CEIAG to reduce potential NEET.



Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £ 89,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
To further improve 'Quality First Teaching' across school. Targeted CPD for all staff; peer collaboration / sharing good practice. Recruitment of high quality practitioners	Quality first teaching will have the biggest impact on students' daily experience in school and will make a significant contribution to their progress. 2011 Sutton Trust report estimates that Pupils receiving high quality teaching gain 1.5 years of learning, compared to 0.5 years with poorly performing teachers.	1,2, 3, 4
To improve quality of teaching and engagement of students through use of metacognitive learning strategies and the development of deep questioning and greater use of differentiation. CPD for all teaching staff on metacognition and self-regulation.	EEF – metacognitive learning strategies can have high impact for low cost.	1,2, 3, 4
To ensure high quality marking, assessment and feedback to access gaps in learning. MAD time focused to pinpoint areas of development. PP students' books should be prioritised for marking. Strategies and access to e-learning <ul style="list-style-type: none"> • Pinpoint Learning, • Maths watch, • GCSE Pod 	EEF – very high impact for low cost	1,2,3, 4
Improving levels of literacy and numeracy across school in all subject areas. Adopted 'WAARA' (We Are A Reading Academy) Whole-School	Students arriving below national expectations need opportunities to catch up to their peers. EEF evidenced small group tuition as a 'moderate impact for moderate cost' resource which can accelerate student attainment by up to 4 months	1,2,3,4, 6 & 8

<p>reading policy which incorporates opportunities each week for students to engage in Reciprocal Reading during lessons and form time</p> <p>Regular use of the library in lesson time and recreation time and after school</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<p>Strategic seating plans to be implemented through Class Charts to identify disadvantaged students in all classes, as well as reading ages, SEND needs and Prior Attainment. This will ensure seating plans are continuing to be used by identifying the level of PA and seating partners in groups to support effective learning. This will also enable the effective deployment of Teaching Assistants (TA's) to smaller key groups.</p>	<p>Effective and strategic seating plans ensure all students actively engaged and are supported. To ensure appropriate levels of challenge in lessons, especially for PP students. Focus on challenge and high expectations in teaching and learning. Every student known and valued. All staff know who the PP students are and can focus on them well in lessons, in feedback, in homework setting and in rewards and parental communications</p>	<p>1,2,3,4</p>
<p>Ensure appropriately challenging homework and extra materials. Purchase of additional resources for GCSE subjects, ensuring equal access to course materials, including revision materials</p>	<p>Raising attainment and progress of disadvantaged students, ensuring increased and appropriate work ethic and independence as well as continued access to learning and support beyond the classroom and school day</p>	<p>1,2,3,4 & 6</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £ 55 000

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>We Are A Reading Academy (WAARA) to include:</p> <ul style="list-style-type: none"> • Enrichment activities • Poetry day, • Reading rewards, • Subsidising students with home reading materials • Use of targeted literacy intervention, Lexonik <p>Regular NGRT tests</p>	<p>Literacy access to the curriculum</p>	<p>1,2,3,4, 6</p>
<p>Yr 11 English and Maths Tuition</p>		<p>1,2,3, 4</p>
<p>Targeted after school provision and intervention programmes including 'Period 6' lessons on a termly carousel for all GCSE core and option subjects, including half termly revision sessions.</p> <p>Attendance to P6 lessons monitored and analysed to ensure students are accessing the provision effectively in liaison with parents/carers to support.</p> <p>Curriculum Interventions identified through class/subject tracker analysis are deployed in curriculum time, form time, before and after school provision by all curriculum areas to increase progress of students</p> <p>DOC/HOC link manager meetings demonstrate shared approaches in each curriculum area to identify best practice and which support has made the most impact.</p>	<p>Targeted interventions with specialist subject teachers to support students at risk of not making expected progress in GCSE subjects.</p> <p>Accurate identification of students and their needs using tracker information and internal assessment data.</p> <p>EEF evidenced small group tuition to have 'moderate impact for moderate cost' resource which can accelerate student attainment by up to 4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,2,3, 4, 6 and 8</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Breakfast bucket meetings take place twice throughout the year, following mock exams, to identify subject specific and personalised actions for individual students. The meetings involve the class teacher, HOC, Assistant Principal responsible for Data and Assessment, the Deputy Principal responsible for Teaching and Learning and the Principal.</p> <p>Class teacher tracker sheets and intervention record of strategies implemented demonstrate students' current level of progress, support in place and the impact moving forwards.</p> <p>Period 6 registers taken, analysed and parental contact made to ensure attendance for disadvantaged students is prioritised</p> <p>Students across all year groups are identified for reading intervention via the NGRT tests.</p>		1
<p>Use of external providers to support students with their study skills and revision techniques. Educational workshops are provided to inspire empowered learning by supporting students to become resilient, confident and creative individuals.</p>		1,3.8

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>Y11 students receive personalised 1-1 mentoring support from the Senior Leadership Team (SLT) and Y11 Pastoral Team to evaluate students' progress and aspirations. This is completed by the Year 11 Parents' Evening and following the Power to Perform parental events. This includes targeted students receiving specific intervention through mentoring programmes to monitor student progress on a weekly basis in all subject areas. Current progress and next steps are identified to ensure progress is made at key times of the academic year.</p>	<p>EEF evidenced targeted one-to-one and small group tuition to have 'moderate impact for moderate cost' and is an effective strategy to improve progress.</p> <p>Practical techniques and workshops provide 'increased information retention and improve exam performance for students to become effective lifelong learners.'</p> <p>This will be monitored through the Academy QA process and tracker analysis, focussing on exam performance and end of module assessments.</p>	<p>1,2,3,4</p>
<p>Tracker Analysis Interventions completed for all year groups at two identified points in a year to evaluate the strengths and areas of improvements of students, including attitude to learning. Curriculum and pastoral interventions in place to reward high attaining students, as well as intervention implemented to monitor progress in liaison with parents/carers. Year group analysis is completed by the SLT, SENDCO and Pastoral lead to triangulate actions and strategies that are being put in place.</p>	<p>EEF evidenced effective assessment and feedback as being 'integral to teaching' by ensuring students know where they are, where they need to be and how to get there.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p>	<p>1,2,3,4</p>
<p>Teaching Assistants effectively deployed in classrooms to support identified students with their learning under direction of subject specialist classroom teachers. Teaching Assistant support will impact on the majority of our disadvantaged students when working across small groups or one-to-one support.</p>	<p>EEF evidenced effective deployment of teaching assistants can 'accelerate the progress of students by an average of four months,' whilst supporting their social, emotional and mental health in school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1,3,4</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attendance rates of our disadvantaged students and narrow the attendance gap to our non-disadvantaged students, as well as reducing the risk of students Not in Education, Employment or Training (NEET).</p> <p>Attendance Support Officer and Pastoral team, Senior Leadership Team link and Form Tutors work alongside external agencies and families to implement an intervention system with priority for vulnerable and disadvantaged students.</p> <p>Attendance Matrix used to identify level of support needed and use of 'hot spot' interventions, parental meetings and home visits to target our most vulnerable and disadvantaged students and engage parents in supporting attendance to school.</p> <p>Attendance network meetings involving all Pendle Schools are held on a half termly basis to share good practice, strategies used and plans for implementation shared. Involvement in the DfE Attendance.</p> <p>Use of rewards to engage and motivate students on a weekly and termly basis, including; form rewards, individual certificates, half termly 100% attendance rewards, and improved attendance rewards</p>	<p>Attendance to school directly correlates to achievement and progress. If attendance rates are lower for disadvantaged students than others, they are unlikely to make the same progress in the classroom due to lost learning time with subject specialist teachers.</p> <p>This will be monitored through weekly attendance figures and tracker analysis to demonstrate the impact of lost learning on progress and achievement in exam performance and end of module assessments.</p>	<p>1 Supporting access to the wider curriculum to ensure PP students enhance their cultural capital needed to be successful. Specialised programmes which are targeted at students with specific Emotional well-being of PP children met. Identified children to be given one to one counselling to support their emotional health and wellbeing.</p> <ul style="list-style-type: none"> • BFC behaviour mentor • BFC well-being mentor <p>School counsellor behavioural issues., Approaches to developing a positive school ethos or improving discipline across the whole school and focus on managing the environment 2 Provision of basic uniform, resources and equipment to ensure equality of opportunity. Breakfasts provision as appropriate.</p>

<p>Reduce the number of disadvantaged students who are Persistently Absent (PA) by utilising the Academies attendance report systems to identify PA students and ensure all students who are PA, or are at risk of PA, have appropriate interventions in place including the use of pastoral provision in school, external agency support, School Nurse support, etc.</p>	<p>If disadvantaged students are persistently absent from school they will find it more difficult to make the progress expected. This will be monitored through the Academies QA process in comparison with student attendance figures to demonstrate the impact of lost learning on progress and achievement in exam performance and end of module assessments</p>	<p>1,2</p>
<p>Focus on effective behaviour management and consistent application of the academies behaviour policy. Initial support for concerns with a clear tiered and staged approach.</p> <p>Bespoke strategies in place to reduce repeat negative behaviours of key students. Behaviour and SEN Support Plans to target our disadvantaged students in order to utilise effective in school and external support available through Class Charts and Provision Maps</p> <p>Reduce use of 'On Call' and Internal Exclusion (IEC) for our disadvantaged students to narrow the gap to other students. Reduce the number of our disadvantaged students receiving suspensions from school.</p> <p>Pastoral Year Leads (PYLs) work alongside SLT to support student behaviour and wellbeing across all year groups.</p> <p>External Agency support deployed for key disadvantaged students. Weekly meetings between DSLs and Attendance Officer provide opportunity for specialised advice to be drawn upon and a plan for strategies to be implemented effectively. Targeted use of Turning Point and Intervention strategies, including the use of passes to provide time out of lessons, personalised support timetables, positive mentoring, development of social skills, anger management sessions, etc. Bespoke behaviour interventions and alternative provision to support and meet the needs of key disaffected students.</p>	<p>EEF evidence suggests students will make better progress in their learning if they are positively engaged in their subject lessons. Class Charts Dashboards utilised to monitor key cohorts identified in each year group who are disaffected in their learning and support strategies in place to improve behaviour and attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	<p>1, 3</p>

<p>Trauma Training CPD to promote understanding and strategies to support our disadvantaged and most disaffected students.</p>	<p>Staff are trained effectively to support students with their mental health and well-being, as well as developing their ability to identify concerns and confidentially liaise with key safeguarding staff in school. This allows for effective communication with parents/carers to ensure in-school support and external provision is accessible when required.</p> <p>https://educationblog.oup.com/uncategorized/wellbeing-the-importance-of-professional-development</p>	<p>6</p>
<p>Broad range of extra-curricular provision, clubs and sports fixtures available for disadvantaged students to access on a daily basis, providing opportunities for students to gain lifelong experiences and the chance to represent our academy by demonstrating the values and ethos expected by our Academy.</p> <p>Breakfast Club provision accessible every day to provide breakfast and an opportunity to speak with staff and positive role models in school.</p>	<p>EEF's literature review on non-cognitive skills suggests that 'character-related approaches can be most effective for improving attainment when they are specifically linked to learning.'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills</p>	<p>1,2,6,8</p>
<p>Trips provided locally and nationally to raise the 'Cultural Capital' of our disadvantaged students. We ensure that all pupil premium students are able to attend a minimum of one trip per year as well as reward events half termly</p> <p>Duke of Edinburgh Bronze Award available to complete in school alongside a specialist trained staff, with our disadvantaged students supported in the provision of transport and equipment used.</p> <p>Artsmark Award being pursued, to provide support for students to fulfil their creative potential and access high quality cultural experiences.</p> <p>Y6 Transition events held each year to provide opportunities for disadvantaged students to positively engage in their progression from primary to secondary education.</p>	<p>https://www.artscouncil.org.uk/children-and-young-people/working-partnership</p>	<p>1,2,6,8</p>

<p>Service Agreement in place with Burnley Football Club in the Community (BFCitC) to provide targeted interventions and support in school for our disadvantaged students through the Premier league Inspires programme, Challenge programme BFCitC Wellbeing Practitioners deployed to allow for students to access one-to-one/small group counselling sessions</p>	<p>BFCitC evidenced impact of support across schools engaging in the programme have experienced a reduction rate in negative thoughts and self harm, as well as improved mood and success in achieving personalised SMART targets.</p>	<p>6,8</p>
<p>Careers Advisor provides specialist support and advice to all key stage 4 students, including a priority towards disadvantaged students who are most at risk of having low career aspirations. One-to-one tailored meetings completed, including the opportunity for parents to discuss their child's career pathways at parents' evenings. Y10 students engage in the work experience during the Summer Term to develop their work-based skills and experience in the workplace</p>	<p>EEF evidenced the importance of effective careers advice and provision in school to raise the aspirations of disadvantaged students</p> <p>https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match</p>	<p>1,2,4,7</p>
<p>Leading Parent Partnership Award (LPPA) held by the Academy demonstrates our commitment to working and communicating effectively with our students and families, including our most disadvantaged students. This includes providing information on school events and successes which our disadvantaged students are involved in.</p>	<p>EEF evidenced 'parental engagement had a positive impact on average of four months additional progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>7</p>

Total budgeted cost: £ 175, 000

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 the outcomes of pupils in the 2024 to 2025 academic year.

We evaluate the impact of the Pupil Premium Grant in a number of ways. Our main indicator is the performance data for students when we get their exam results in Year 11. Overall, 2024/2025 results demonstrated an increase in Attainment 8 for disadvantaged students of 4.02 points (from 22.14 to 26.16). However, the gap between disadvantaged students and non-disadvantaged students has remained largely unchanged and is just below national at 14.84 against a national gap of 15.5 (based on 2024 national attainment gap).

More students from disadvantaged backgrounds achieved En/Ma at 4+ in 2025 at WCHS up 14.8% to 28.13%. Disadvantaged students attainment En/Ma 5+ was higher in 2025, but the gap has widened as all students have improved attainment at this benchmark at a greater rate. Only 6.25% of disadvantages students attained 5+ in En/Ma. Disadvantaged students still achieve significantly lower than non-disadvantaged students. A key priority is to increase Attainment for Disadvantaged students. Fewer disadvantaged students achieved the 4+ English and Maths measure and the 5+ English and Maths measure.

We also monitor and evaluate the impact on student performance across all year groups using our internal assessments. During 2024-25, our assessment data showed there continues to be a gap in disadvantaged students' attainment across all year groups. Further analysis shows disadvantaged boys do not achieve as well as disadvantaged girls, and High and Mid-High PA disadvantaged students do not achieve as well as their peers. These areas continue to be areas for development which we continue to improve and target within this strategy plan.

The gap between disadvantaged and all students remained stubbornly constant in many areas of the curriculum.

Overall attendance in 2024/25 marginally increased in comparison with the preceding year, however this remained lower than the national average. Absence among disadvantaged students was higher than their peers. Emotionally- Based School Avoidance (EBSA) strategies are still high, and strategies are used to support those students in returning to school long-term. Attendance continues to be at the forefront of the strategy outlined in this document to increase and narrow the gap in attendance for our disadvantaged students.

We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan, as well as by investing in Trauma Training for staff.

Parental engagement was a focus of our development. We successfully achieved the Leading Parent Partnership Award through the re-assessment process in May 2022. We continue to demonstrate our commitment to parent engagement and our ethos in supporting and involving parents throughout their child's time at WCHS. We will continue to review our communication and engagement to ensure our parents are engaged in their child's learning. This has included the Class Charts parent app and parent events being held as face-to-face events.

Last year (2024-25) we achieved the Excellence in Pupil Development Award, which highlights our commitment to developing pupils' personal skills, such as resilience, self-confidence, and discipline. It encourages a whole-school approach, integrating personal development into the curriculum and involving local and external organisations to enrich activities and prepare students for life. The award helps build a culture where personal skills flourish and provides a structure for long-term improvement. This is particularly important for disadvantaged pupils.

We are proud to have the accreditation of 100% GATSBY Benchmarks. The Gatsby Benchmarks is a renowned framework of eight benchmarks that define what world class careers provision in education looks like. 93% of disadvantaged in Year 11 secured a positive destination for Post-16 study. All disadvantaged students received access to 1-1 meetings in school with our Careers Advisor, including parental meetings as part of the Year 11 Parents Evenings held remotely through the academic year. Our disadvantaged students were supported with opportunities to take part in extra-curricular activities, clubs and external trips.

