

## 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 progress, attainment and wellbeing 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 had on disadvantaged pupils within our school.

### School overview

Detail	Data
School name	Whickham School
Number of pupils in school	1356 (Yrs 7-11)
Proportion (%) of pupil premium eligible pupils	26.2
Academic year/years that our current pupil premium strategy plan covers	3
Date this statement was published	Dec 2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	Mr F Turnbull
Pupil premium lead	Mr L Wood
Governor / Trustee lead	Mr T Wilson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 318 000
Recovery premium funding allocation this academic year	£ 48 000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 50 000
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 416 000

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is to support all pupils to be the best that they can be. We centre this around developing four qualities in our pupils: Aspiration, respect, resilience and empathy. We have high aspirations for all learners and offer an ambitious curriculum that allows all pupils to achieve. The focus of our pupil premium strategy is to support disadvantaged pupils to develop into well rounded citizens who possess the skills and knowledge to lead a successful life and contribute to society.

High quality teaching and learning is at the heart of our strategy, ensuring that all pupils have access to lessons and resources that enable them to make sustained progress. We aim to give disadvantaged pupils the same opportunities as non disadvantaged pupils and expect disadvantaged pupils to make the same progress as their peers. Each faculty ensures that disadvantaged pupils are their first priority when planning, delivering and assessing learning. We treat pupils as individuals and ensure that we address the needs of pupils on this basis.

### Challenges

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

Challenge number	Detail of challenge
1	Attendance
2	To accelerate Disadvantaged (DS) pupil progress in order to close progress gaps
3	Engagement with remote learning during school closure and improve parental support.
4	Behavioural incidents leading to lost learning
5	Social, emotional and well being issues impacting on learning
6	Access to CEIAG and advice on future career pathways

7	Access to equipment and study materials
8	Personal organisation, time management and assessment/exam preparation
9	Geographical location of DS cohort. Many rely on our scholars buses. This in turn impacts on attendance to after school support, intervention and wellbeing activities.
10	Access to cultural enrichment activities.

## 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
1. Improve the attendance and punctuality of DS pupils	<ul style="list-style-type: none"> <li>- Improved attendance of DS pupils through improved communication with parents. Reduce the gap to 3% from 6% (2020/21). <i>National gap is 4.3%(09/12/21)</i></li> </ul>
2. Improve the progress of DS pupils through quality first teaching	<ul style="list-style-type: none"> <li>- Work scrutiny will show no discernible difference between the quality of work produced by DS and non DS pupils.</li> <li>- Reduction in attainment and progress gaps to below national average.</li> </ul>
3. Improve parental engagement and increase buy-in to common aims of building aspiration, strong attendance, good behaviour and engagement in learning.	<ul style="list-style-type: none"> <li>- Improved attendance of DS pupils through improved communications with parents. Reduce the gap to 3% from 6% (2020/21).</li> <li>- Evidence shows a reduction in the number of fixed term exclusions within the DS cohort.</li> <li>- There is evidence that the progress gap between DS and non DS pupils is reducing at a rate proportional to the initial gap. Where there is a large gap data should show the gap reducing more rapidly.</li> <li>- Increase attendance at parents' evenings by parents of DS pupils to 65%. The average attendance figure for DS parents in 20-21 at parent evenings was 48%.</li> <li>- Destination data shows that no pupils are NEET. Y11 &amp; Y13</li> </ul>

4. Improve engagement with home learning including remote learning, homework & tuition	<ul style="list-style-type: none"> <li>- Fewer incidents of non-completion of work when pupils are working from home. Improve completion rate to 100% for DS pupils who are well enough to work at home.</li> <li>- Evidence of reduced incidents of non-completion of homework. All persistent concerns must attend the homework hub.</li> <li>- Good attendance of DS pupils to one to one or small group tuition. Target 90% attendance.</li> <li>- All DS pupils have the necessary equipment and hardware to engage with homework and home learning. All DS pupils have a laptop and internet access.</li> </ul>
5. Reduce the lost learning time of DS pupils due to behavioural incidents	<ul style="list-style-type: none"> <li>- Reduction in fixed term exclusions</li> <li>- Class charts data shows that behavioural incidents are in line or below that of their non DS peers.</li> </ul>
6. Improve the emotional well-being of DS pupils.	<ul style="list-style-type: none"> <li>- Ensure all pupils including DS pupils experiencing wellbeing issues are supported through workshops and presentations that teach mental health support mechanisms.</li> <li>- Evidence shows that the progress and attendance of pupils referred to mental health support improves. Attendance should be in line with their peers.</li> <li>- Class charts data for pupils referred to mental health support indicates a strong improvement in engagement with school.</li> <li>- Pupils voice show's that pupils are equipped with the skills and knowledge to cope with stress and mental illness.</li> </ul>
7. All DS pupils to be fully prepared with the necessary tools and equipment to engage with school learning	<ul style="list-style-type: none"> <li>- All DS pupils to have access to a laptop and internet.</li> <li>- All DS pupils to be provided with an equipment pack that includes a scientific calculator</li> <li>- All DS pupils to be provided with revision guides to support them in their studies</li> </ul>
8. Improve organisation and time management of DS pupils enabling them to study and revise more effectively	<ul style="list-style-type: none"> <li>- Successful implementation of the GCSE mindset programme in KS4. Qualitative data from pupil and staff voice will show pupils have improved organisation and the ability to self-regulate.</li> </ul>

	<ul style="list-style-type: none"> <li>- Improve the attendance of DS pupils at revision events and coursework support sessions to 60%.</li> <li>- The progress of our DS cohort to be above the national average.</li> </ul>
9. Provide support with transport to enable DS pupils to attend academic and cultural events organised by school.	<ul style="list-style-type: none"> <li>- Increase attendance of DS pupils to study &amp; revision events by providing additional transport services to get students home after revision. Attendance of DS cohort to revision sessions to be 60%</li> <li>- Reduce the DS progress gap across all years to be below national average by July 2023</li> </ul>
10. Support DS pupils to take part in extracurricular activities that broaden their cultural capital	<ul style="list-style-type: none"> <li>- Improved attendance to extracurricular activities. The attendance of disadvantaged pupils will match that of non-disadvantaged.</li> <li>- Increased numbers of DS pupils progressing to sixth form and further education</li> </ul>

## 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: £ 142 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school staff CPD and inquiry projects related to improving the quality of teaching and learning. 6 hrs of training and development for all staff.	Quality first teaching is widely recognised in many publications as the biggest driver of improvement for DS pupils. EEF toolkit on metacognition, reading comprehension, feedback mastery learning and collaborative approaches are	2, 3, 4, 6, 8

	the most impactful strategies. These are all teacher led. See Sec Ed paper <a href="#">link</a>	
Achievement team interventions to support home learning & homework	Quality home learning supports pupils' understanding of key knowledge and concepts. DS pupils engage less well with home learning See Sue hal Homework extends the curriculum for pupils. Supporting DS pupils to engage with homework could have up to +5 months impact <a href="#">link</a>	2, 3, 5
Improve literacy and numeracy levels of DS pupils through tutor time interventions and accelerated reader.	Accelerated reader can support 5 months additional progress for FSM pupils. EEF project summary.	2
Deliver the growth mindset programme to KS4 pupils	This programme teaches pupils to self-regulate helping them to become more independent learners see metacognition and self-regulation EEF toolkit. <a href="#">link</a>	6 & 8
Supply DS pupils with revision guides and equipment.	Part of the strategy of removing barriers to learning and treating DS pupils as individuals. Supporting the attainment of pupil premium pupils briefing paper. <a href="#">Link</a> Sec Ed summary <a href="#">Link</a>	7 & 8

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

Budgeted cost: £ 184 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led one to one tutoring	EEF toolkit <a href="#">link</a>	3, 4, 5, 9
School led small group tuition	EEF toolkit <a href="#">link</a>	3, 4, 5, 9
NTP led small group tuition	EEF toolkit <a href="#">link</a>	3, 4, 5, 9
Partial funding of achievement officers responsible of the academic mentoring and support of DS pupils	Strong evidence on EEF website see toolkit <a href="#">link</a>	2, 3, 5, 6, 7, 8,10

Tutor time interventions small group support	Peer tutoring and small group tuition has a strong evidence base EEF toolkit <a href="#">link</a>	3, 4, 5, 9
School holiday academic support & revision sessions	EEF toolkit link	3, 4, 5, 8, 9

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

Budgeted cost: £90 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional funding of attendance officer to support DS attendance	<a href="#">Link</a> to DFE paper on impact of poor attendance on attainment. The Key summary <a href="#">link</a> .	1
Additional funding of family liaison officer to nurture relationships with parents and improve attendance.	See Parental engagement strand of EEF toolkit. The impact of Parental involvement, parental support and family education on pupil achievements C Deforges 2003 <a href="#">Link</a>	1 & 3
Additional funding of Educational Psychologist to support mental wellbeing	Little impact evidence currently available. However there has been a significant increase in the demand for Psychological support following the pandemic.	5
Additional funding of Behavioural support workers	The negative impact of poor behaviour on attendance, progress and engagement is well documented. The EEF paper on <a href="#">behaviour</a> highlights the need to teach good behaviours. The use of non teaching staff to support our restorative approach to learning supports our most vulnerable pupils.	4
Transport support to enable attendance at after school activities	<a href="#">Link</a> to DFE paper on impact of poor attendance on attainment. The Key summary <a href="#">link</a> .	9
Improve engagement of DS parents with school	The impact of Parental involvement, parental support and family education on pupil achievements C Deforges 2003 <a href="#">Link</a>	1 & 3



**Total budgeted cost: £ 416 000**

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## 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.

Barrier	Actions	Who	Cost	Impact
Lower attendance than peers	1) Monitoring of attendance with a priority for contact with DS parents. 2) Specific needs identified and where appropriate support offered. E.g. transport	MTH  HOY/ADA	£12,000  £1000	Absence due to covid-19 has significantly impacted school attendance. The attendance gap between DS and non DS was 6% .The attendance of DS pupils did not improve in 20/21. Funds were used to support transport for DS pupils.
Lower levels of parental engagement with school	1)DS parent meeting to explain the support available through school 2) Priority of contact home given to DS parents for parent evenings and parental support workshops. 3) DS home visits take place to improve communication and buy in with school.	LWO/SBE  HOY/SBE  HOY/ DE	£1000  £0  £45 000	The school was unable to host face to face meetings. The school hosted webinars to support DS parents which were poorly attended. DS parents were prioritised for phone calls during lockdown and isolation periods, this proved to be effective in gathering information. Staff have far greater knowledge of the issues DS pupils face as a result of improved communication. A number of home visits took place towards the end of HT6 with positive relationships developing.
Lower Numeracy and literacy skills on entry	1) Tutor time interventions to support numeracy and literacy development. 2)HLTA staffing in Maths and English to support one 2 one or small group interventions	SHE/SR  HLTA's	£12 000  £20, 000	Tutor time interventions yielded some positive outcomes. Supported by small group tuition, many DS pupils reengaged with learning following long

	<p>3) Use of accelerated reader to support literacy Individual/small group interventions</p> <p>4) Year 12 reading programme (staffing 80hrs)</p>	RCO	£2500	periods of absence. Gaps have not been reduced however pupils did make progress. The significance of not implementing these strategies is impossible to measure.
		LEN/STU	£3600	
Lower expectations/aspirations	<p>1) Target setting that requires pupils to make more progress than peers to reduce gaps.</p> <p>2) Adjust the threshold for identifying higher ability DS pupils to take into account potential poorer attainment in KS2.</p> <p>3) Early identification of individual needs. Transition staff to identify DS needs with primary staff and clearly communicate to faculty teams.</p> <p>4) Use of DS subject events to support pupils, identify needs and support positive relationships. (Staffing 2hrs x 10 staff x 3 events)</p> <p>5)Set moves are carefully considered for DS pupils</p>	PEW	£0	Targets are set that put pupils on pathways that will close gaps. Thresholds for identifying UA DS were assessed, however due to a lack of national data and the shift to scaled scores more work is required on this. Face to face meetings occurred to identify individual needs and this is being used effectively by all staff to support pupils. No Subject specific evenings were able to take place due to Covid restrictions. School closure has widened gaps and as such there has been more movement between classes to support the emerging needs of pupils.
		PEW	£0	
		SLE/LFO	£1600	
		JMG	£3000	
		FL's	£0	
Lower engagement with enrichment and support sessions	<p>Staffing of the Academic Achievement Team to support disadvantaged in the following ways</p> <p>1)DS first strategy that gives priority to DS students attending enrichment and support events</p> <p>2) Achievement team mentoring used to encourage and support participation in events.</p> <p>3) Homework hub supported by academic Achievement team</p> <p>4) Enrichment opportunities specifically targeted to DS pupils for example university experiences.</p> <p>5) Travel support offered to enable pupils to engage with study and revision sessions during holidays and weekends.</p>	ALL staff	£ 42 000 (*)	The achievement team worked successfully to support D.S. pupils. Attendance at interventions including homework hubs has been very good. The mentoring of pupils has in many cases yielded positive results. Enrichment, trips and visits have not occurred; this will be a focus for next academic year. Transport funding was used to support the attendance of pupils at revision sessions. DS gaps remain a priority in the sixth form. The extra period has been utilised
			£ 0	
		SBE	*	
		ALL	*	
		ALL	£0	
		SBE/A – Team	£1000	

	6) All Sixth form students to receive one extra period per fortnight for each subject that they study. This will support all students with catch up but will have a greater impact on DS students.	PWE	£16 896	effectively by staff and will form part of our strategy in 21/22
Weaker personal organisation and time management. Poor exam preparation	<p>1) GCSE mind set programme to support Y10 and Y11 pupils with study and organisation.</p> <p>2) Assertive mentoring to support pupils with organisation and time management.</p> <p>3) Specific DS guidance parental meetings to support exam preparation.</p> <p>4) DS pupils signposted to the homework hub to support organisation and time management.</p> <p>5) One to one or small group tutoring for identified pupils.</p> <p>6) Targeted revision sessions for DS pupils</p> <p>7) Specific Maths and English support during tutor time</p>	<p>ADA</p> <p>A-Team</p> <p>A-Team /LWO</p> <p>A-Team LWO</p> <p>All</p> <p>KGN/RSC</p>	<p>£1000</p> <p>*</p> <p>£500</p> <p>See above</p> <p>£30 000</p> <p>£2000</p> <p>£15000</p>	<p>The GCSE mindset programme ran effectively and supported pupils in the lead up to internal assessments for Y10 and Y11. Impact is difficult to assess due to the different methods for awarding GCSE grades and the impacts of disruption to attendance caused by the pandemic.</p> <p>Assertive mentoring had positive outcomes for many of the cohort. In order to make this more effective, mentors will work more intensively with fewer pupils in 21/22.</p> <p>The use of homework hub led to patterns of decreased H/W incidents for those pupils that were supported by this strategy.</p> <p>Pupils who were supported with one to one tuition made more progress than their peers that did not receive tuition. D.S pupils were targeted for extra revision sessions and coursework catch up.</p> <p>All Y11 DS pupils were assigned a Maths or English tutor to support them.</p>
Lack of equipment, study materials and resources	<p>1) Pupil resource fund to support pupils with material needs Books, revision guides and essential equipment.</p> <p>2) Provision of IT hardware to DS pupils</p> <p>3) Homework hub to support with IT needs and supportive calm environment to complete work.</p>	<p>LWO</p> <p>A Team</p> <p>A-Team</p>	<p>£5000</p> <p>£5000</p> <p>Staffing (*)</p>	<p>All DS pupils have been provided with equipment packs, calculators and KS4 pupils all receive revision guides. All DS pupils received a device to support remote learning.</p>

Lower cultural capital	1) Specific experiences organised for DS pupils.	LWO	£1000	Pandemic disruption meant that no trips were run in 20/21
	2) Continue to develop the link with KOMATSU UK providing pupils with clear CEIAG guidance on apprenticeships	LWO	£1000	
	3) Afternoon tea with governors and local business leaders	A-Team	£250	
	4) Music tuition fund	LWO	£1000	
	5) Enrichment fund to support pupils participation in trips and visits	LWO	£20 000	
Higher frequency of behavioural incidents leading to lost learning time.	1) Staffing in BIS to support the quick re-integration of pupils back into lessons through restorative approaches.	SMA	£70 000	Referrals to BIS have increased in frequency. This is linked to school closure. Mental Health referrals have also increased significantly following school closure. These aspects of support are vital for DS pupils.
	2) Provision of professional counselling and support services to help resolve issues that extend beyond school.	SMA	£3000	
Total			£316 346	

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