

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	1367 (Yrs 7-11)
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers	3
Date this statement was published	Nov 2022
Date on which it will be reviewed	Sept 2023
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	£ 314 000
Recovery premium funding allocation this academic year	£ 84 000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<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	£ 398 000

## 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	On average lower reading ages and literacy levels than peers
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 5% (2020/21). <i>National gap is 4.1%(March 2022)</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> <li>- Reading age gaps between DS and non DS will reduce by half from -15 months to -7 months through our school reading strategy</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 5% (2021/22).</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> </ul>

	<ul style="list-style-type: none"> <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 homework & tuition	<ul style="list-style-type: none"> <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> <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: £ 174 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school staff CPD related to improving the quality of teaching and	Quality first teaching is widely recognised in many publications as the biggest driver of improvement for DS pupils.	2, 3, 4, 6, 8

learning to include reading strategies. 6 hrs of training and development for all staff.	EEF toolkit on metacognition, reading comprehension, feedback mastery learning and collaborative approaches are 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. Internal data and national press indicates that DS pupils engage less well with home learning. 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 levels of DS pupils through tutor time interventions and accelerated reader and whole school approach to the explicit teaching of reading.	Various papers including, improving literacy in secondary schools EEF <a href="#">link</a> . Accelerated reader can support 3 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: £ 127 000

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 <a href="#">link</a>	3, 4, 5, 8, 9

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

Budgeted cost: £ 97 000

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 2 family liaison officers 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
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## Total budgeted cost: £ 398 000

In many instances pupil premium money funds a proportion of the activities. Where the activity would not happen without the pupil premium funding then the whole cost is allocated from the funding stream. These activities are constantly revised and the proportion of the funding allocated changes according to need and impact. Even though we are required to state what we allocate the Pupil Premium funding on, we do not limit the resources that we allocate to improving the attainment and progress of disadvantaged students.

## 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 2021 to 2022 academic year. It is worth noting that our publish strategy sets out a 3 year timeframe. Where possible impact data shows progress towards our targets for 2024.

Intended Outcome	Success Criteria	Impact
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>	The attendance gap between DS and non DS has reduced from 6% to 4.8%. Our relentless focus on attendance is having a positive impact and trends show an improving picture as we move into the academic year 22/23.
2. Improve the progress of DS pupils through quality first teaching	<ul style="list-style-type: none"> <li>- Reduction in attainment and progress gaps to below national average.</li> <li>- Work scrutiny will show no discernible difference between the quality of work produced by DS and non DS pupils.</li> </ul>	Year 11 PP gaps are well below national averages at every measure. Whichham school P8 gap is -0.48 compared to a national gap of -0.7. Internal data shows that gaps are not widening and our strategy is closing the gap in a number of year groups. Our Y11 gap is gradually closing over time. QA shows little to no difference between the work produced by DS and non DS pupils.
3. Improve parental engagement and increase buy in to common aims of	<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 the 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> </ul>	<p>Attendance gap of DS pupils has reduced from 6% to 4.8%</p> <p>DS fixed term exclusions have reduced from 9% to 8%</p> <p>Strategies have prevented the DS gap from widening in KS3 and Y10. Y11 data shows the gap closing slightly between March mocks and final exams.</p>

	<ul style="list-style-type: none"> <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>	<p>Attendance at parents evening remains a priority. Our strategies have not yet had the desired impact.</p> <p>Historically we have had no NEET pupils. This academic year (21/22) we have 4% NEET in Y13 and 1% NEET in Y11. Our NEET pupils have significant SEMH issues that we have supported them with, but have prevented them from progressing to FE.</p>
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>	<p>This Success Criteria is not relevant. There were no instances of school closure.</p> <p>QA of the homework hub shows that H/W interventions had a positive impact.</p> <p>Attendance to small group or one to one tuition was 78%. Strategies have been implemented to improve attendance.</p> <p>Strong communication with parents has ensured that all DS pupils have the equipment and hardware to fully engage with learning.</p>
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>	<p>DS fixed term exclusions have reduced from 9% to 8%</p> <p>DS Negative behaviour incidents account for 33% of the total. Above the proportion of DS pupils in school. DS Positive class charts points account for 20% of the total, lower than the proportion of DS pupils. Strategies must continue to focus on supporting DS pupils to develop positive attitudes to learning at school.</p>
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</li> </ul>	<p>Students accessed MH support from a number of external agencies including RISE, Bloom, Kooth &amp; Children NE. In total 131 students received counselling</p>

	<p>presentations that teach mental health support mechanisms.</p> <ul style="list-style-type: none"> <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>- Pupil voice show's that pupils are equipped with the skills and knowledge to cope with stress and mental illness.</li> </ul>	<p>from the schools mental health team. 39 (30%) referrals were pupil premium.</p> <p>Emotional wellbeing is also explicitly taught as part of the school's PSHCE programme.</p> <p>Evidence shows that pupils who have received metal health support reengage with learning in a positive manner.</p> <p>Pupil voice demonstrates that students are well informed about where to get emotional support, what they can do to self-help. A significant number of pupils who have received MH support in school have talked about an improvement in their emotional wellbeing as a result.</p>
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>	<p>Tracking systems show that all DS pupils have the equipment and materials required to access all educational activities at Wickham school. This includes support with essential visits and materials for coursework in KS4.</p>
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> <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>	<p>Pupil voice indicated that pupils knew what effective revision methods were. We have not had the impact required on self-regulation and organisation, in particular with boys. This forms a significant part of our strategy for 2022/23.</p> <p>Progress of our DS cohort is above national averages on every measure.</p>

		Attendance to revision events did not hit our target. of 60% Partly due to the extensive range of tutoring on offer. Significant changes are planned to support the attendance of DS pupils to revision and study events in 22/23.																		
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>	<p>Transport to support attendance to study and revision sessions was provided when requested by pupils and staff. The school is investigating the provision of a permanent late bus each evening. This will further support pupil attendance to homework hubs, clubs and revision.</p> <p>Progress of our DS cohort is above national averages on every measure.</p>																		
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>	<p>Tracking of extracurricular attendance began in 21/22. This data forms the baseline for improvement.</p> <p>21/22 was the first year of tracking attendance to extracurricular events. The table below shows the attendance of pupils to extracurricular events. Monitoring will continue in 22/23</p> <table border="1"> <thead> <tr> <th>Year</th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> <th>11</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>47</td> <td>49</td> <td>31</td> <td>53</td> <td>38</td> </tr> <tr> <td>PP</td> <td>25</td> <td>37</td> <td>12</td> <td>32</td> <td>24</td> </tr> </tbody> </table>	Year	7	8	9	10	11	All	47	49	31	53	38	PP	25	37	12	32	24
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