

Pupil Premium Strategy Statement 2023 – Whickham School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1681
Proportion (%) of pupil premium eligible pupils	21.69% (365 pupils)
Academic year/years that our current pupil premium strategy plan covers	2023-2025
Date this statement was published	Dec 2023
Date on which it will be reviewed	Dec 2024
Statement authorised by	F Turnbull
Pupil premium lead	D Crosland
Governor / Trustee lead	M Lambert

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£304,290
Recovery premium funding allocation this academic year	£89,680
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£393,970

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 are 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 stronger progress than 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	Increasing attendance
2	Accelerating DS pupil progress to close progress gaps, including addressing average lower reading ages and literacy levels than peers
3	Tackling on average lower reading ages and literacy levels than peers
4	Tackling behavioural issues leading to lost learning
5	Tackling social, emotional and well-being issues impacting on learning
6	Providing access to CEIAG and advice on future career pathways
7	Providing access to educational equipment and study materials
8	Supporting personal organisation, time management and preparation for assessment / examination
9	Providing transport / funding for DS cohort to address travel iniquities and improve attendance at after-school support, intervention and extra-curricular
10	Widen access to and participation in 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"> - Improved attendance of DS pupils through improved communication with parents. Reduce the gap to 3% from 7% (2022/23). National gap was 4.1% (March 2022)
2. Improve the progress of DS pupils through quality first teaching	<ul style="list-style-type: none"> - Quality assurance will show no discernible difference between the quality of work produced by DS and non DS pupils. - Reduction in attainment and progress gaps to below national average. - Reading age gaps between DS and non DS will reduce by half from -15 months to -7 months.
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"> - Improved attendance of DS pupils through improved communication with parents. Reduce the gap to 3% from 7% (2022/23). - Reduction in the number of fixed term exclusions within the DS cohort. - 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. - Increase attendance at parents' evenings by parents of DS pupils to at least 65%.
4. Improve engagement with home learning including homework & tuition	<ul style="list-style-type: none"> - Evidence of reduced incidents of non-completion of homework. All persistent concerns must attend the homework hub. - Good attendance of DS pupils to one to one or small group tuition. Target 90% attendance. - All DS pupils have the necessary equipment and hardware to engage with homework and

	home learning. All DS pupils have access to a laptop and internet access.
5. Reduce the lost learning time of DS pupils due to behavioural incidents	<ul style="list-style-type: none"> - Reduction in fixed term exclusions - Class charts data shows that behavioural incidents are in line with or below that of their non DS peers.
6. Improve the emotional well-being of DS pupils.	<ul style="list-style-type: none"> - Ensure all pupils, including DS pupils, experiencing wellbeing issues are supported through referral to the Mental Health Team - Evidence shows that the progress and attendance of pupils referred for mental health support improves. Attendance should be in line with their peers. - Class charts data for pupils referred for mental health support indicates an improvement in engagement with school. - Pupil voice demonstrates that pupils are equipped with the skills and knowledge to cope with stress and promote their own wellbeing
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"> - All DS pupils to have access to a laptop and internet. - All DS pupils to be provided with an equipment pack that includes a scientific calculator - All Y11 DS pupils to be provided with revision guides and resources to support them in their studies
8. Improve organisation and time management of DS pupils enabling them to study and revise more effectively	<ul style="list-style-type: none"> - Successful implementation of the GCSE Mindset and How to Revise programmes in KS4. Qualitative data from pupil and staff voice will show pupils have improved organisation. - Improve the attendance of DS pupils at revision events and coursework support sessions. - The progress of our DS cohort to be above the national average.

<p>9. Provide support with transport to enable DS pupils to attend academic and cultural events organised by school.</p>	<ul style="list-style-type: none"> - Increase attendance of DS pupils to study & revision events by providing additional transport services to get students home after revision. Attendance of DS cohort to revision sessions to be 60% - Reduce the DS progress gap across all years to be below national average by July 2024
<p>10. Support DS pupils to take part in extracurricular activities that broaden their cultural capital</p>	<ul style="list-style-type: none"> - Improved attendance to extracurricular activities. The attendance of disadvantaged pupils will match that of non-disadvantaged. - Increased numbers of DS pupils progress to sixth form and further education - Increased numbers of DS pupils progress to sixth form and further education

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: £173,346.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school staff CPDL related to improving the quality of teaching and learning, including reading and oracy strategies:</p> <p>Continued development of resources to support students in closing the 'word gap' (targeted approaches to vocabulary instruction).</p> <p>Continued development of curriculum plans to support increased formal opportunities to 'read for learning' as well as 'read for pleasure'.</p>	<p>Quality first teaching is widely recognised in many publications as the biggest driver of improvement for DS pupils.</p> <p>EEF toolkit on metacognition, reading comprehension, feedback mastery learning and collaborative approaches are the most impactful strategies. These are all teacher led.</p> <p>See Sec Ed paper link.</p> <p>EEF Research Paper - Improving reading in Secondary Schools</p>	<p>2, 3, 4, 6, 8</p>

Modelling and development of reading fluency, emphasising the importance of prosody. Creating opportunities in the curriculum for structured talk		
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 link	2, 3, 5
Improve literacy levels of DS pupils through tutor time interventions, accelerated reader and whole school approach to the explicit teaching of reading.	Various papers including, improving literacy in secondary schools EEF link . Accelerated Reader can support 3 months' additional progress for FSM pupils. EEF project summary.	2, 3
Deliver the GCSE Mindset and How to Revise programmes to KS4 pupils	These programmes teach pupils to self-regulate helping them to become more independent learners; see metacognition and self-regulation in EEF toolkit. link	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. Link Sec Ed summary Link	7, 8

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

Budgeted cost: £126,070.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led one to one tutoring	EEF toolkit link	3, 4, 5, 9
School led small group tuition	EEF toolkit link	3, 4, 5, 9
NTP led small group tuition	EEF toolkit link	3, 4, 5, 9
Partial funding of achievement officers responsible for the academic mentoring and support of DS pupils	Strong evidence on EEF website see toolkit link	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 link	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: £94,552.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional funding of attendance officer to support DS attendance	Link to DFE paper on impact of poor attendance on attainment. The Key summary link .	1
Additional funding of a 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 Link	1, 3
Additional funding of Behavioural support workers	The negative impact of poor behaviour on attendance, progress and engagement is well documented. The EEF paper on behaviour 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	Link to DFE paper on impact of poor attendance on attainment. The Key summary link .	9

Total budgeted cost: £393,970

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 the previous academic year

Outcomes for disadvantaged pupils

The academic year 23/24 is year 2 of our 3 year Pupil Premium Strategy.

Intended outcome	Progress towards outcome
Improve the attendance and punctuality of DS pupils	DS attendance in the year 22/23 is 87%. All pupils' attendance was 93%. National FSM attendance at the last data set March 2023 was 88.6% across all schools, this includes primary schools where attendance is stronger. The employment of a family liaison officer has supported the attendance of a significant number of FSM pupils. Regular meetings with parents and visits to homes promote attendance. There remains a post pandemic tail of persistent absence. This target continues to be a priority.
Improve the progress of DS pupils through quality first teaching	Whole school QA shows that the quality of work produced by DS pupils matches that of non DS. Overall P8 score for DS pupils is -0.36. Our DS gap is -0.5. Whilst our gap has not closed it remains stable at -0.5. National statistics suggest the gap has widened year on year, post pandemic. Further work is required to support our DS pupils, in particular in preparing for external examinations
Improve parental engagement and increase buy-in to common aims of building aspiration, strong attendance, good behaviour and engagement in learning.	Engagement with parents' evenings and information events by DS families remains significantly lower than that of non DS families for all year groups. 43% vs 79% across all year groups. School policy is such that all staff prioritise DS families first for contact home. This supports communications with DS families.
Improve engagement with home learning including homework & tuition	For the year 22/23, attendance to one to one tutoring sessions was 80% PP pupils who received tutoring on average making $\frac{1}{3}$ of a grade more progress than their peers. Attendance of PP pupils to revision sessions was not as strong as tuition. It is hoped that the introduction of a permanent late bus will support better attendance. QA of homework interventions showed a reduction in the incidents of non completion of homework.
Reduce the lost learning time of DS pupils	The percentage of DS exclusions has risen

<p>due to behavioural incidents</p>	<p>slightly from 8% to 14%. This matches local trends and identifies the need to maintain work on this objective.</p> <p>DS negative behaviour incidents accounts for 34% of the total. There has been no significant change in this figure. Strategies must continue to focus on supporting DS pupils to develop positive attitudes to learning.</p>
<p>Improve the emotional well-being of DS pupils.</p>	<p>The number of mental health referrals dropped as the year progressed. Staff training and pupil wellbeing programmes have supported all pupils, including disadvantaged. In many cases significant issues are avoided because preventative programmes are in place and because staff and pupils are able to spot the signs of need and signpost to immediate support as a result of high-quality training and information.</p> <p>Pupil voice demonstrates that students are well informed about where to get emotional support and 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>
<p>All DS pupils to be fully prepared with the necessary tools and equipment to engage with school learning</p>	<p>Tracking systems show that all DS pupils have the equipment and materials required to access all educational activities at Whickham school. This includes support with essential visits and materials for coursework in KS4.</p>
<p>Improve organisation and time management of DS pupils enabling them to study and revise more effectively</p>	<p>Pupil voice indicates that pupils know what effective revision methods are. We have not had the desired impact required on self-regulation, organisation and resilience. This forms a significant part of our strategy for 2023/24.</p> <p>Progress and attainment of our DS cohort is above national averages on every measure.</p>
<p>Provide support with transport to enable DS pupils to attend academic and cultural events organised by school.</p>	<p>Transport provided improved attendance to after school activities including study sessions. As such a new permanent late service bus is in operation for 2023/24.</p>
<p>Support DS pupils to take part in extracurricular activities that broaden their cultural capital</p>	<p>The number of DS pupils engaged in extracurricular activities has risen significantly in the last year. Staff are actively encouraged to ensure that DS pupils can participate and</p>

	<p>where appropriate, financial assistance is given.</p> <p>56% of DS students within the sixth form provision progressed to Higher Education.</p>
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Externally provided programmes

Programme	Provider
Small Group Tuition	Purple Ruler
KS3 Tuition	Tute