

Pupil Premium Strategy Statement 2023-25 – Whickham School

This statement details our school's use of pupil 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	1721
Proportion (%) of pupil premium eligible pupils	21.91% (377 pupils)
Academic year/years that our current pupil premium strategy plan covers	2023-2025
Date this statement was published	Dec 2024
Date on which it will be reviewed	Dec 2025
Statement authorised by	F Turnbull
Pupil premium lead	S Tumelty
Governor / Trustee lead	M Lambert

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£326,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£326,500

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 attend and develop into well rounded citizens who possess the skills and knowledge to lead a successful life and contribute to society.

Strong attendance to school is vital to a pupil's academic success, wellbeing and wider development. We focus on ensuring pupils have high levels of attendance through effective processes. 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	Improving attendance to school and lessons
2	Accelerating DS pupil progress to close progress gaps, including addressing average lower reading ages and literacy levels than peers
3	Tackling an 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 high quality 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 inequities and improve attendance at after-school support, intervention and extra-curricular

10	Widen access to and participation in enrichment activities
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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 increased challenge and reward systems. - Improved processes to reduce the DS attendance gap. - Improved attendance of DS pupils through improved communication with parents/ carers. - Reduce the progress 8 gap between DS and non DS pupils with the aim of achieving an overall +SPI in August 2025
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. - Remove the gap in reading ages between DS and non-DS pupils. Currently the gap in Y7 and Y8 is just over 1 calendar month.
3. Improve parental/ carer 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. - 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 60%.
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 on a support programme. - Strong 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.

<p>5. Reduce the lost learning time of DS pupils due to behavioural incidents</p>	<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. - Reduce lost learning time through effective implementation of the school's Live Learning Approach
<p>6. Improve the emotional well-being of DS pupils.</p>	<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. - Monitor 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
<p>7. All DS pupils to be fully prepared with the necessary tools and equipment to engage with school learning</p>	<ul style="list-style-type: none"> - All DS pupils have access to a laptop and internet, this is actioned via the Achievement Team. - All DS pupils are provided with an equipment pack that includes a scientific calculator. - All Y10 and Y11 DS pupils are provided with revision guides and resources to support them in their studies at the start of their GCSE programmes.
<p>8. Improve organisation and time management of DS pupils enabling them to study and revise more effectively</p>	<ul style="list-style-type: none"> - Successful implementation of the Motivate Programme focusing on study habits and 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 through support with transportation and reward programmes. - 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 a minimum of 70%. - Reduce the DS progress gap across all years to be below national average by July 2025.
<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 DS pupils will match that of non-DS. - 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: £150,190

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>Modelling and development of reading fluency, emphasising the importance of prosody.</p> <p>Creating opportunities in the curriculum for structured talk</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>
<p>Achievement team interventions to support home learning & homework</p>	<p>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.</p> <p>Homework extends the curriculum for pupils. Supporting DS pupils to engage with homework could have up to +5 months impact link</p>	<p>2, 3, 5</p>
<p>Improve literacy levels of DS pupils through tutor time interventions, accelerated reader and whole school approach to the explicit teaching of reading.</p>	<p>Various papers including, improving literacy in secondary schools EEF link.</p> <p>Accelerated Reader can support 3 months' additional progress for FSM pupils. EEF project summary.</p>	<p>2, 3</p>

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: £104,480

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
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: £71,830

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.	1, 3

	The impact of Parental involvement, parental support and family education on pupil achievements C Deforges 2003 Link	
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: £326,500

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
<p>Improve the attendance and punctuality of DS pupils</p>	<ul style="list-style-type: none"> ● DS attendance in the year 23/24 was 87%. All pupils' attendance was 92%. National DS pupil attendance for secondary schools in 23/24 sat at 89.4% for Terms 1 and 2, once data is published by the DfE for the full year this document will be amended accordingly. DS attendance will remain a significant focus for 24/25. ● 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.
<p>Improve the progress of DS pupils through quality first teaching</p>	<ul style="list-style-type: none"> ● Whole school QA shows that the quality of work produced by DS pupils matches that of non DS. ● The DfE has delayed publication of national progress figures. Progress information will be published once this is finalised by the DfE. ● DS pupils achieved more highly at Whickham than nationally. The Attainment 8 score for 23/24 was 39.3 compared to a national average of 36.8 ● The gap in performance is reducing over time, despite a national picture where the performance gap is widening. ● Further work is required to support our DS pupils, in particular in preparing for external examinations
<p>Improve parental engagement and increase buy-in to common aims of building aspiration, strong attendance, good behaviour and engagement in learning.</p>	<ul style="list-style-type: none"> ● Engagement with parents' evenings and information events by DS families remains significantly lower than that of non DS families for all year groups. 44% vs 71% across all year groups. ● This is something we need to further address on 24/25. School policy is such that all staff prioritise DS families first for contact home. This supports communications with DS families.
<p>Improve engagement with home learning including homework & tuition</p>	<ul style="list-style-type: none"> ● For the year 23/24, attendance to one to one tutoring sessions was 85%. ● PP pupils who received tutoring on average made $\frac{1}{3}$ of a grade more progress than their peers. ● Attendance of PP pupils to revision sessions was not as strong as tuition. The late service bus has supported pupils to attend homework hubs, after school revision and on-site tuition. ● Class Charts data along with Achievement Team interventions has seen a fall in the number of

	incidents for non-completion of homework compared with the previous academic year.
Reduce the lost learning time of DS pupils due to behavioural incidents	<ul style="list-style-type: none"> • The percentage of exclusions sits at 0.46% of the cohort for 23/24. DS suspensions as a percentage of the cohort account for 1.31%. This is below the national average for DS which sits at 1.41%. • Strategies have been developed to provide live learning for pupils who are internally suspended: this is in its infancy and we will evaluate its impact in due course. • Strategies must continue to focus on supporting DS pupils to develop positive attitudes to learning.
Improve the emotional well-being of DS pupils.	<ul style="list-style-type: none"> • DS pupils account for a high proportion of mental health referrals: 17% of DS pupils are in receipt of some wellbeing support. This is 3% less than non-DS learners who account for 20%. • 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. • 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.
All DS pupils to be fully prepared with the necessary tools and equipment to engage with school learning	<ul style="list-style-type: none"> • 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.
Improve organisation and time management of DS pupils enabling them to study and revise more effectively	<ul style="list-style-type: none"> • Pupil voice indicates that pupils know what effective revision methods are. They see the importance of competing past examination papers. They feel teachers in all subjects discuss and suggest ways to revise effectively. • Attainment of our DS cohort is above national averages on key headline measures. Progress will be updated once the DfE release progress figures, at which point this document will be amended accordingly.
Provide support with transport to enable DS pupils to attend academic and cultural events organised by school.	<ul style="list-style-type: none"> • Transport provided improved attendance to after school activities including study sessions. including a late service bus is in operation.
Support DS pupils to take part in	<ul style="list-style-type: none"> • The number of pupils who are engaged in

<p>extracurricular activities that broaden their cultural capital</p>	<p>extracurricular activities has risen significantly in the last year. We have signed up to Involve in order to track pupil attendance and later this year we will be able to analyse the attendance of DS pupils. Staff are actively encouraged to ensure that DS pupils can participate and where appropriate, financial assistance is given. This is an area we need to focus on 24/25.</p> <ul style="list-style-type: none"> ● 9% of those with peripatetic lessons are DS. Music teachers are actively encouraged to ensure that DS pupils can participate and where appropriate, financial assistance is given. This is an area we need to focus on 24/25. ● 33% of DS students within the sixth form provision progressed to Higher Education.
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Externally provided programmes

Programme	Provider