

Pupil premium strategy statement – Whitley Bay High 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 (updated Dec 2025) and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school (Dec 2025)	1801
Proportion (%) of pupil premium eligible pupils (Dec 2025)	11.6%
Academic year/years that our current pupil premium strategy plan covers.	2024 –2027 (To be reviewed annually)
Date this statement was published	September 2024
Date on which it will be reviewed (<i>interim annual analysis September 25/26</i>)	September 2027
Statement authorised by	Steve Wilson, Head Teacher
Pupil premium lead	Andrew Burton
Governor / Trustee lead	Lara Lillico

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£154,913
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
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>	£154,913

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to be inclusive and holistic in ensuring that our Pupil Premium students have the same opportunities and learning experiences as their peers. We are a large school with approximately 390 students in each year group and a small percentage of Pupil Premium students across the year groups (11%).

We scrutinise the needs and profile of each year group and adapt our approach to meet these needs rather than simply repeat interventions that have been successful in the past. Positive relationships are at the very heart of our approach and our PP lead teacher is well known to our Pupil Premium students and we work hard to maintain this supportive and proactive relationship. Attendance and intervention are carefully tracked on an individual basis with a weekly meeting held to discuss the progress of all PP students, potential barriers and ways to support and overcome these. We always ensure that best practice is applied as indicated in the most up to date research and documentation.

In striving to meet our aim of a comprehensive approach, we address three areas of need: basic, physical and self-fulfillment using [Maslow's Hierarchy of Needs in Education - Education Library](#) as our research model. We regularly update all staff on the profile of the PP students in school as well as any potential barriers to their success and strategies to support them. We ensure that all our disadvantaged students have the appropriate provisions and resources to enable them to learn. Many staff volunteer to be a key worker for a Pupil Premium student in Year 11 which involves regular meetings in supporting them through the challenge of GCSE. This individual support is invaluable in ensuring that they are ready for the next steps post Year 11. Our increasing number of Pupil Premium students joining the sixth form (27 DA in Year 12 & 14 DA in Y13) is demonstrative of the success of this scheme and the many other interventions in place for our PP students.

Our exam outcomes for PP students are traditionally above the national average for non-Pupil Premium students. Our 2023 progress 8 data is +0.12, testament to the fact that students are already at an advantage by being a student at our school. Progress 8 data for Summer 2024 continued the upward trend with an increase to +0.28 compared to +0.31 for non-DA. We strive to ensure that our Pupil Premium students are smoothly integrated into the life of the school with high aspirations and minimal barriers to both personal and academic success.

Our ultimate objective is to raise the ambition, self-esteem, and resourcefulness of our disadvantaged students so that they achieve excellent outcomes comparable with their peers and make a successful transition to the next phase in their lives. Our current strategy plan works towards this objective by developing both a love for learning and an awareness of cultural capital in making our students aspire towards a successful future. This starts in the classroom with all teachers striving to deliver high quality, engaging lessons enhanced by our CPD sessions which encourage all teachers to be creative and innovative in the classroom.

Challenges

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

Challenge number	Detail of challenge
1 Attendance	Our attendance/ punctuality data indicates that attendance among disadvantaged pupils has been lower than those of non-disadvantaged pupils as well as a passive approach to raising achievement initiatives and extra-curricular groups.
2 Financial	Observations and discussions with students and teachers have identified financial challenges. Some DA students have a lack of access to basic provisions including technology and regular access to books.
3 Parental Engagement	School cloud parents' evening data, teachers and pastoral leaders have advised that there is limited communication between school and parents in comparison to non-DA students.
4 Attainment	Despite being a small cohort, there is a significant variation with the level of support that is required. This includes AEP/ SEND/ learning support, PP+ students with diverse needs and backgrounds, students with SEMH difficulties and those who lack resilience. This can lead to a gap in attainment between DA and non-DA students at Key Stage 4. See year 9 entry data.
5 Cultural Capital	Feedback from student evaluations and CEIAG tracking highlights a lack of links to real world experiences/ cultural capital amongst our DA cohort. This has resulted in a limited appreciation of many of the topics studied as well as reduced motivation and self-esteem.

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
To be inclusive and holistic in ensuring that our Pupil Premium students have the same experience as their peers by providing breakfast, uniform, technology support and study materials C1, C2	Attendance and exam outcomes to match that of non-PP students in both school and in additional revision sessions. How will we know? To closely track opportunities and support on an individual basis and encourage/ reward participation. 2024/2025 76% of PP students have attended Core Rise and Revise Sessions, 88% of Non PP students have attended Core Rise and Revise Sessions. Any students not involved in Rise and Revise were involved in another raising achievement initiative.
To improve the attendance of disadvantaged students to match that of non-disadvantaged students. C1	A reduced gap in DA/ non DA attendance – 86.54% DA / 93.14% Year 9-11 in 2023-24. Reduce the number of DA students

	<p>recorded as 'persistently absence' to below national levels.</p> <p>How will we know? To continue to track and monitor PP attendance through half termly meetings with our attendance officer. To identify issues on an individual basis.</p> <p>2024/2025 85.0% FSM6 / 93.6% Year 9-11 in 2024-25. The attendance officer allows us further capacity to support the DA families with poor attendance. DA attendance is tracked every fortnight and features as part of a regular agenda item on our weekly meetings with a scheduled half-termly meeting every half term with the attendance officer to discuss this on a student-by-student basis.</p>
<p>To improve the resilience, confidence and relationships of our Pupil Premium students through their involvement in a range of extra-curricular events, trips and visits</p> <p>C2/ 4/ C5</p>	<p>Classroom relationships and contributions to discussion work from our Pupil Premium students to be in line with those of their peers.</p> <p>How will we know? Attendance of PP students in Extra-curricular activities to be in line with non-PP peers. Monitoring of purple card/ notes of concern incidents to be in line with non-PP students.</p> <p>2024/2025 52/130 PP students signed into an extra-curricular club across the year with 40 of them regularly attending an extra-curricular club throughout the year.</p>
<p>To expose our Pupil Premium students to a range of experiences to enhance their cultural capital.</p> <p>C2/ 5</p>	<p>PP student awareness of cultural capital in different curriculum subjects to be in line with non-PP students.</p> <p>How will we know? Any differences to be addressed through bespoke intervention and extra-curricular opportunities.</p> <p>2024/2025 Year 9, 10 and 11 Theatre visits, Y9 Lake District trip, Y11 Power-Up event, Y11 Kayaking and Paddle Boarding, Y10 Beamish Trip</p>
<p>To reduce the gap in skills and appreciation of cultural capital as expected on GCSE assessment papers in Maths and English. To aim for there to be no difference in attainment at Key Stage 4 between PP and non-PP students.</p>	<p>To narrow the gap further between PP students' Attainment 8 outcomes and those of their non-PP peers - Summer 2024-2027.</p> <p>How will we know? Attainment tracking to take place after every progress check and any under achievement to be addressed through appropriate intervention including</p>

<p>C4/ C5</p>	<p>Cultural Capital theatre visits/ workshops, Rise and Revise, Peer Mentoring or One to Some mentoring.</p> <p>2024/2025</p> <p>Triage meetings held for every year group following every progress check and intervention identified. This included – Peer Mentoring, Y11 Marvellous Mondays, Mathalon, English tutoring, Path to Pablo attendance scheme, Homework clubs and theatre/ college visits.</p>
<p>To ensure a high-quality climate for learning and increase the opportunities for students to link the real world to their studies and be able to showcase their best qualities.</p> <p>To provide a taste of success for our disadvantaged students outside the confines of the classroom, often taking them out of their comfort zones.</p> <p>C3/ C4/ C5</p>	<p>Student/ staff/ parent evaluations of different opportunities provided during their time at WBHS to be closely tracked and to reflect positively on activities experienced. Learning Walk to reveal numerous examples of “WOW” moments in the classroom.</p> <p>How will we know? PP student input to school council meetings to be reflect positively on their experiences.</p> <p>2024/2025</p> <p>Increase in PP representation and voice at termly student council meetings – evidenced in school council data and minutes</p>
<p>To raise the PP attainment in GCSE English and Maths by embedding a whole school literacy and numeracy approach. This will enable greater access to the curriculum and greater outcomes overall.</p> <p>C4</p>	<p>PP students’ Attainment 8 outcomes to match those of their non-PP peers - Summer 2024-2027.</p> <p>How will we know? Literacy to be clearly highlighted on all departmental curriculum plans. Reading ages to be tracked via NGRT testing and appropriate intervention to be implemented including school-led mentoring and external tutors. Custom-made numeracy/ literacy skills sessions to be included in Maths Fest and as part of the literature festival.</p> <p>2024/2025</p> <p>Literacy and numeracy group (LANS) met four times focusing on implementing whole school strategies. Literacy and numeracy curriculum plan completed in all departments. NGRT tests identified PP reading ages and appropriate intervention applied. PP students attended bespoke events as part of Maths Fest and the literature festival</p>
<p>To ensure that all Pupil Premium students have appropriate destinations post 16 through our key worker scheme, college visits and Quick Wins/ Easy Gains workshops.</p> <p>C3/ C4</p>	<p>None of our PP students to be classed as NEET at the end of their time at WBHS.</p> <p>How will we know? To continue to increase the number of Pupil Premium students</p>

	attending our sixth form (29 DA in Year 12 & 17 DA in Y13 2024). 2024/2025 27 DA in Year 12 & 14 DA in Y13
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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: £120,000 - 45% of budgeted spending.

Please note we spend more than the allocated budget on raising achievement and aspirations of Pupil Premium students.

Activity	Evidence that supports this approach	Challenge number(s) addressed
To recruit high quality, experienced staff to ensure quality first teaching in every lesson, in every department. This will involve ongoing teacher training, lesson observation and support.	EEF Teaching and Learning Toolkit - <i>“The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.”</i>	C1/4
To develop high-quality teaching and assessment through our whole school CPD programme. 24/25 focus – collaborative teaching and learning 25/26 focus – to add oracy and challenging the most able	EEF Menu of Approaches Guide- <i>“Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches.”</i>	C1
To ensure a broad and balanced knowledge-based curriculum that responds to and is appropriate for individual PP students	Dan Nicholls- Closing the Disadvantage Gap - <i>“As educators what we choose to include and how we sequence and curate the curriculum confers or denies power for our disadvantaged learners.”</i>	C1/5

To provide technology and other resources that support high-quality teaching and learning	EEF Guide to the Pupil Premium <i>“To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged students, and use technology in a way that is informed by effective pedagogy”</i>	C2/3/4
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 75,000 – 30% of budgeted spending.

Please note we spend more than the allocated budget on raising achievement and aspirations of Pupil Premium students.

Activity	Evidence that supports this approach	Challenge number(s) addressed
To plan and implement targeted strategies from Years 9 to 11 designed to raise the motivation and attainment of PP students in GCSE English and Maths. Strategies to include: Rise and Read Rise and Revise Nuts and Bolts Building Blocks One to some tuition in English/ Maths	The EEF Guide to The Pupil Premium – Key Principle 4 - <i>“The challenge of implementation means that less is more: selecting a small number of priorities and giving them the best chance of success is a safer bet than creating a long list of strategies that become hard to manage.”</i>	C1/4
To work with our English/ Maths tutor in targeting PP students in Years 9 and 11 to support with literacy and numeracy intervention.	EEF Teaching and Learning Toolkit: <i>“Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.”</i>	C1

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

Budgeted cost: £ 65,000 – 25% of budgeted spending.

Please note we spend more than the allocated budget on raising achievement and aspirations of Pupil Premium students.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance officer to track closely all PP students. Relevant AHOYs to target key students with motivational intervention designed to improve attendance. This will include:</p> <ul style="list-style-type: none"> Weekly Rewards for full attendance Team/ sport style competition Appropriate contact with parents Meeting with Key worker/ Attendance Officer. 	<p>DFE Report - <u>Supporting the attainment of disadvantaged pupils; Articulating success and good practice</u> - the authors discuss the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be put in place. It also allows schools to monitor the effectiveness of any interventions they are putting in place to improve attendance and readjust as necessary. This is far more effective than general approaches to improving attendance and requires strong and determined leadership.</p>	<p>C1/ 3</p>
<p>To work with parents in providing high quality guidance in school and in helping them to understand how best to support their child. To use School Cloud to access parents who are more difficult to reach.</p>	<p>EEF Research – Parental Engagement <i>“Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.”</i></p>	<p>C3</p>
<p>To provide our PP students with memorable moments that will enhance their life skills and functionality within modern society.</p>	<p>EEF Teaching and Learning Toolkit <i>“Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation... learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. “</i></p>	<p>C1/2/4/5</p>
<p>PP funds will be used to ensure that our students are well</p>	<p>EEF: <i>“Overall, studies of adventure learning interventions consistently show positive benefits on academic learning.</i></p>	<p>C2/3/4/5</p>

<p>nourished and well presented with the appropriate equipment to learn. To run 'Out of your Comfort Zone' experiences, develop extra-curricular and cross-curricular learning and plan a residential trip designed to enhance life skills.</p>	<p><i>On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence."</i></p>	
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Total budgeted cost: £ 260,000

Please note we spend more than the allocated budget on raising achievement and aspirations of Pupil Premium students.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Key Stage 4 Outcomes:

Our 2024 GCSE examination results for pupil premium students was in line with previous years. Our overall PP attainment 8 score in 2024 was 47.66 compared to 57.30 for non-PP. This is comparable to 43.26 in 2023. Similarly, our DA attainment 8 score in 2024 was 48.26 compared to 57.11 for non-DA. Our overall PP attainment 8 score in 2025 was 44.03 compared to 56.91 for non-PP.

Our DA Progress 8 data for summer 2022 was -0.05 compared to 0.32 for non-PP. Our DA Progress 8 data for Summer 2023 was an impressive increase to $+0.12$.

Progress 8 data for Summer 2024 continued the upward trend with an increase to $+0.28$ compared to $+0.31$ for non-DA. There is no Progress 8 data for the summer 2025 results due to the COVID-19 pandemic as this cohort of students didn't sit their KS2 SATs. Our School Generated Targets (SGTs) provided a value-added score of $+0.0$.

The proportion of disadvantaged students achieving basics (English and Maths) grade 9 to 4 was 69% in 2024 which is higher than the national average data of 43%. In 2025 disadvantaged students achieved 51% which is higher than the national average of 43.5%

Disadvantaged students at this school continue to achieve progress scores above the national average for all students and we are continuing to diminish the difference in school between the exam outcomes and the attendance of our DA and non-DA students. Furthermore, our destination data for PP students in 2024 shows that 100% go onto further education or training. 94% of PP students in 2025 go onto further education or training.

Attendance:

The attendance gap (disadvantaged pupils to all pupils) continues to be a target area – 86.54% DA / 93.14% Year 9-11 in 2023-24 and 85.0% FSM6 / 93.6% Year 9-11 in 2024-25. The attendance officer allows us further capacity to support the DA families with poor attendance. DA attendance is tracked every fortnight and features as part of a regular agenda item on our weekly meetings with a scheduled half-termly meeting every half term with the attendance officer to discuss this on a student-by-student basis.

Parental Engagement:

Parental engagement remains a target for 25/26. Parental engagement from disadvantaged students is below that of non-disadvantaged families. This has led to an increase in the use of text message over traditional letters or e-mail to try to improve 'low key' engagement. Parent evenings and information evenings remain a priority.

Year 11 subject evening – teachers were asked to indicate disadvantaged priority students to pastoral staff. As a result, appointments were scheduled for 6 PP students where parent/carer had not made an appointment, 4 of whom attended the appointment. The 6 students indicated were involved in at least three subjects specific raising achievement initiatives.

Key Worker Scheme – All service and disadvantaged students have a key worker – parental contact is a fundamental part of that role with key workers encouraged to contact home every half term.

Year 9 Lake District Parent Evening – 11/12 families attended the event.

Raising Achievement Intervention - Parents are given information via text/email about each raising achievement initiative that their child is invited to attend and as part of this are encouraged to support their child to engage.

Self-Esteem:

We continue to build on repairing the impact of the Covid 19 Lockdown on our DA students, in meeting their basic needs to improve attendance, resilience, independence and future aspirations. In 2024/5, we continued to use our funding to ensure basic equipment, provision and support was offered to all DA students and are building this into our plan for the years ahead.

We continue to seek opportunities to develop students' cultural capital and raise their future aspirations. Alongside our established programme of extra-curricular options, additional events in 2024/5 included two theatre visits, Raymond Antrobus poetry talk, a settling-in beach event for year 9, Lake District visit, careers fair event,

Evidence of our success can be seen in case study examples held in school.

Externally provided programmes

Programme	Provider
Reciprocal Reading Programme	Literacy FFT
English Tutoring 2023-4	Lisa McNee -Briggs Tutoring Services
Outdoor Adventurous Activities - Lake District 23/24	High Points - Outdoor Pursuits, Education and Training
University Open Day	Sunderland University
Kayaking	CBK - Cullercoats

Service pupil premium funding (optional)

The impact of that spending on service pupil premium eligible pupils	
Measure	Details
How did you spend your service pupil premium allocation last academic year?	All Y11 service children had a key worker/mentor who closely monitored their progress, pastoral needs and provided any necessary support and resources. Staff were made aware of our service students, and they were included in all departmental PP initiatives. Our service children continue to be monitored by the relevant Head of Year.

<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Service children attended both curriculum intervention in the core subjects and received pastoral intervention.</p>
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Further information (optional)

We believe that it is what happens daily in the classroom that brings our biggest success with our DA cohorts, and we strive to implement a curriculum that has a positive impact on all our students (SIP Priority - Achievement). As a school, our focus is on implementing evidence informed teaching strategies that encourage knowledge and skill development, which also engages students. (SIP Priority – Curriculum and Teaching). Our CPD programme is designed to build on students' existing knowledge and experiences as well as foster classroom relationships and increase the number of opportunities for paired and group work.

Our DA students start their journey at Whitley Bay High School with a warm, interactive bespoke workshop which is designed to hook them into school life. This journey continues as we strive to break down the barriers and fill any gaps to allow them to learn and aspire to more than they believe they can achieve. This is enhanced by the delivery of a high-quality personal development curriculum (SIP Priority - Inclusion) that encourages participation in extra-curricular activities and promotes strategies to support mental health. We have a commitment to Safeguarding all of our students which is embedded in our Personal Development and LEV programmes.

We continue to develop an ambitious and broad Curriculum for our students which develops knowledge, skills and enriching opportunities (SIP Priority – Curriculum and Teaching). We work closely with our SEND and AEP teams in ensuring that our PP students are on the right courses through an additional launch event ahead of their year 9 individual guidance meeting. We also offer a bespoke career and college event (Power Up) tailored to ensure that their next steps are appropriate.

We feel that the 2020 lockdown hindered our progress with our DA cohort and this is something we continue to address. On evaluating our success, we have designed this strategy to fill the gaps in terms of relationships, aspirations and progress. We have used evidence from student voice, attendance tracking, teacher findings and the EEF research to address the challenges identified. We are keen to diversify our students' cultural capital and have built this into our plans for the year ahead.

We evaluate with both staff and students any intervention measures provided in this strategy and will continue to use feedback throughout our three-year approach, adjusting our plans to match the requirements of our students and any relevant research. We are incredibly proud of the feedback received in our June 2024 Outstanding Ofsted inspection which stated: "All pupils, regardless of their background, are very well-prepared for their next steps in education, training or employment".