

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022-23 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Whitley Bay High School
Number of pupils in school	Y9 – 376 Y10 – 368 Y11 – 370 = 1114
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers	2021 – 2024 - To be reviewed annually
Date this statement was published	December 2021 Updated September 2022 Updated September 2023
Date on which it will be reviewed	Annually– September 2022 to 2024 Updated September 2023
Statement authorised by	Steve Wilson, Head Teacher
Pupil premium lead	Andrew Burton
Governor	Lara Lillico

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,435
Recovery premium funding allocation this academic year	£30,583 – as of Sept 2023
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£178,053

<p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	
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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 370 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 (31 DA in Year 12 & 17 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 attainment 8 data is +0.12 , testament to the fact that students are already at an advantage by being a student at our school. 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. This links with our whole school priority 4 -Implement a curriculum that has a positive impact so students achieve statistically significant progress and attainment scores at KS4.

Challenge number	Detail of challenge
1	Our attendance 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	Observations and discussions with students and teachers have identified financial challenges. Some DA students have a lack of access to basic provisions and regular access to books. This has led to an achievement gap with our disadvantaged students in English, particularly middle band boys.
3	Internal assessments indicate that attainment in Reading amongst some of our disadvantaged students is below that of their peers.
4	School cloud data, teachers and pastoral leaders have advised that there is limited communication between school and parents in comparison to non-DA students. This has contributed towards a steady gap in achievement between DA and non-DA students at GCSE.
5	Early assessments have identified where missed learning due to Covid 19 has led to a lack of confidence/ self-esteem and gaps in DA student knowledge/ cultural capital in the core subjects. We have identified that many DA students have a lack of focus with independent study/revision. This is mainly due to students not having space to work, routines in place and a lack of metacognitive skills.
6	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

Intended outcome	Success criteria
Basic needs	
To be inclusive and holistic in ensuring that our Pupil Premium students have the same experience as their peers by providing breakfast, uniform and study materials	Attendance and exam outcomes to match that of non-PP students in both school and additional revision sessions
To increase parental engagement in raising the aspirations of our PP learners. To work co-operatively with the parents of our disadvantaged students in meeting their learning and pastoral needs	Attendance of PP parents to be tracked via school cloud and to be in line with whole school average. Teacher reports and class observations to suggest that students are completing homework and independent tasks.
To improve the attendance of disadvantaged students to match that of non-disadvantaged students.	A reduced gap in DA/ non DA attendance – 89.4% DA / 94.3% Year 9-11 in 2022-23. Reduce the number of DA students recorded as 'persistent absence' to below national levels.
Physical needs	
To improve the confidence and relationships of our Pupil Premium students through their involvement in a range of extra-curricular events, trips and visits	Classroom relationships and contributions to discussions from our Pupil Premium students to be in line with those of their peers.
To expose our disadvantaged students to a range of experiences to enhance their cultural capital.	DA student awareness of cultural capital in different curriculum subjects to be in line with non-DA students.
Self-fulfilment	
To provide effective curriculum intervention for lost learning during the COVID lockdowns. To reduce the gap in skills and appreciation of cultural capital as expected on GCSE assessment papers. (AQA English Language paper 1 question 5)	PP students' Attainment 8 outcomes to match those of their non PP peers - Summer 2022-2024. Attainment tracking to take place after every progress check and any under achievement to be addressed through appropriate intervention – Nuts and Bolts, Building Blocks or One to Some mentoring.
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. To provide a taste of success for our disadvantaged students outside the confines of the classroom, often taking them out of their comfort zones.	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>To raise the PP attainment in GCSE English by embedding a whole school literacy strategy. To have a particular focus on Lower Band boys. This will enable greater access to the curriculum and greater outcomes overall.</p>	<p>GCSE English Language examination result outcomes – PP students to be in line with all other students – Summer 2022 –2024</p> <p>Scrutiny of progress check data will highlight individual needs for appropriate intervention measures.</p> <p>Literacy to be clearly highlighted on all departmental curriculum plans.</p>
<p>To ensure that all Pupil Premium students have appropriate destinations post 16 through our key worker scheme, college visits and Easter Boost event.</p>	<p>None of our PP students to be classed as NEET at the end of their time at WBHS. To continue to increase the number of Pupil Premium students attending our sixth form (31 DA in Year 12 & 17 DA in Y13 2023).</p>

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

Additions made September 2022/ September 2023 in italics.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All PP learners to have remote access to Office 365, Teams and the relevant IT resources to follow their usual timetable in lockdown and/or isolation periods. <i>Target met 2021/22</i></p> <p><i>2022/3 - To ensure all PP learners are proficient in TEAMS in organising their homework, independent study and revision.</i></p> <p><i>2023/4 - As above – to continue to meet this target</i></p>	<p>Ofsted - ‘What’s Working Well in Remote Education’ - 11th January 2021 <i>“There is some evidence that the medium does matter, especially in digital remote education...we need to think carefully about whether pupils have access to the right kind of device when we’re using digital remote education.”</i></p> <p>Sutton Trust – Learning in Lockdown – January 2021 <i>“As a matter of urgency, every pupil should have access to a device and internet access for remote learning. Laptops, internet dongles and other learning devices should continue to be rolled out at speed through the government programme.”</i></p>	C1, C2
<p>To introduce ‘Generative Learning’ to all staff and students as part of our CPD programme.</p> <p><i>2022/3 - To use CPD training and guidance to ensure more creative ‘WOW’ / Cup Cake moments in the classroom.</i></p> <p><i>2023/4 - As above – CPD aim this year is ‘Co-operative</i></p>	<p>Generative Learning Theory and its Application to Learning -Mary K. Wilhelm-Chapin & Tiffany A. Koszalka <i>“GLT suggests that intentionality in learning is shared equally between the instructor and learner. Thus, instruction that involves interaction focused on engaging the learner with the content is believed to facilitate a learner’s creation of relationships.”</i></p>	C1, C5

<i>Learning'. All staff to incorporate strategies in the classroom from the WBHS CPD staff workbook.</i>		
<p>To recruit high quality, experienced staff to ensure quality first teaching in every department. This will involve ongoing teacher training, lesson observation and support.</p> <p>2023/4 - To continue with this aim</p>	<p>EEF Teaching and Learning Toolkit -</p> <p><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></p>	C1,

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

Budgeted cost: £40,000 (including Recovery Pupil Premium)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To run additional ‘one to some’ support sessions with key school staff in the core subjects. Weekly support provided from October half term</p> <p>2022-23 – to develop these support sessions in other curriculum areas and track closely PP attendance to all intervention sessions</p> <p>2023–44 – to continue with the support sessions but focus additional support lessons on the core subjects</p>	<p>Sutton Trust and EEF response to education recovery package – February 2021 <i>“There is a very strong evidence showing that both one-to-one and small-group tuition can bring positive learning gains... There is also strong evidence that small-group tuition (in groups of two or three) can lead to learning gains and is more cost effective. Short, regular sessions (about 30 minutes) over a set period (six to 12 weeks) appear to have the biggest impact. Tutoring should be delivered in-school where possible, to avoid potential barriers like attendance and the digital divide.”</i></p>	C1, C2, C3
<p>To establish a peer mentoring scheme with sixth form students leading, coaching and</p>	<p>Sutton Trust – Potential for Success – 2018 <i>“Structured mentoring and tutoring programmes have been found to be beneficial for highly able students...If partnerships are not possible,</i></p>	C2, C4

<p>role modelling learning behaviour. <i>Target met 2021/2022</i></p> <p><i>2022-2023 -To develop this scheme further based on student feedback in starting the intervention earlier with more intense provision.</i></p> <p><i>2023/4 - Student evaluations indicate a shorter programme is needed. Intervention to start following year 11 trial results triage which will identify needs and priorities.</i></p>	<p><i>schools could instead run a mentoring programme between older and younger students within their school.”</i></p> <p>EEF: <i>“The introduction of peer tutoring approaches appears to have a positive impact on learning, with an average positive effect of approximately five additional months’ progress. there is some evidence that children from disadvantaged backgrounds and low attaining pupils make the biggest gains.”</i></p>	
<p>To launch the National Tutoring Programme with targeted DA students in the core subjects. The programme will run weekly for 15 weeks and students' progress will be closely tracked by subject teachers in the core. <i>Target Met 2021/22</i></p> <p><i>2022-23 -To review future involvement and investigate other tutoring opportunities for our DA cohort</i></p> <p><i>2023/4 - To continue to use recovery premium to work with a local English tutor and investigate other tutors in the core subjects.</i></p>	<p>Gov. UK – Policy Paper – National Tutoring Programme – September 2021</p> <p><i>“Tutoring is one of the most effective ways to accelerate pupil progress. Evidence suggests that small group and one-to-one tuition can boost progress by 3 to 5 months per pupil. By providing high-quality tuition to pupils through the NTP, we want to extend this catch-up opportunity to pupils whose education has been impacted the most by the COVID-19 pandemic.”</i></p> <p><i>The EEF Guide to the Pupil Premium – April 2022 (updated September 2023)</i></p> <p><i>Evidence shows that disadvantaged pupils have been disproportionately impacted by the pandemic. Activity to support those pupils to recover missed learning is an appropriate use of Pupil Premium funding.</i></p>	C1, C2
<p>To implement a range of targeted strategies from Years 9 to 11 designed to raise the motivation and attainment of DA students in GCSE English. This will include:</p>	<p>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></p>	C2, C3, C5, C6

<p>Rise and Read breakfast club</p> <p>Nuts and Bolts Intervention</p> <p>One to some tuition in English</p> <p><i>2022/3 - Port of Tyne Grant successful in funding a range of interventions for all DA students</i></p> <p><i>2023/4 - To continue with this – see literacy plan</i></p>		
<p>All Year 11 PP students to be allocated a key worker to liaise with home and meet regularly with the student. Meetings to support organisation, revision and next steps, as appropriate.</p> <p><i>2023/4– To continue to analyse progress check outcomes and organise strategies to cater for the needs of the cohort such as ‘Easy Wins’/ ‘Quick Gains’ in 2022/23</i></p>	<p>EEF - Mentoring: “On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour”.</p>	C2, C4, C6

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer to track closely all PP	DFE Report - Supporting the attainment of disadvantaged pupils; Articulating success	C1

<p>students. Relevant AHOYs to target key students with motivational intervention designed to improve attendance. This will include:</p> <p>Weekly Rewards for full attendance</p> <p>Team/ sport style competition</p> <p>Appropriate contact with parents</p> <p>Meeting with Key worker/ Attendance Officer.</p> <p><i>2023/4 - To continue to meet this target and leave attendance as a regular agenda item</i></p>	<p><i>and good practice'</i> - 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>To work with parents in providing high quality guidance in school. To use School Cloud to access parents who are more difficult to reach. To provide our PP students with memorable moments that will enhance their life skills and functionality within modern society.</p> <p><i>2022/23 - To track and evaluate the impact of School Cloud on PP parent attendance</i></p> <p><i>2023/4 - As above with the aim of developing opportunities to work closer with our DA parents.</i></p>	<p><i>EEF Research – Parental Engagement</i></p> <p><i>“1. 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>	C4, C5
<p>PP funds will be used to ensure that our students are well nourished and well presented with the appropriate equipment to learn. To run ‘Out of your Comfort Zone’ experiences, develop cross curricular learning</p>	<p><i>EEF:</i> “Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months’ progress over the course of a year. There is also</p>	C2, C3, C6

<p>and plan a residential trip designed to enhance life skills.</p> <p><i>2023/4 - To continue with the introduction of breakfast in the New Build. To monitor uptake and continue to promote this with parents and students.</i></p>	<p><i>evidence of an impact on non-cognitive outcomes such as self-confidence."</i></p>	
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Total budgeted cost: £ 175,000

Part B: Review of the previous academic year (22-23)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Key Stage 4 Outcomes:

Our 2023 GCSE examination results for pupil premium students was in line with previous years. Our overall PP attainment 8 score in 2023 was 43.24 compared to 57.70 for non-PP. This is comparable to 48.56 in 2019. Similarly, our DA attainment 8 score in 2023 was 43.59 compared to 57.57 for non-DA which is in line with the 2019 figure of 44.39.

Our PP Progress 8 data for summer 2022 was –0.05 compared to 0.32 for non-PP. This is comparable to our 2019 data of 0.09 for PP. This is an improvement from the Summer 2019 result of –0.11.

Our PP Progress 8 data for Summer 2023 was an impressive increase to +0.12

The proportion of disadvantaged students achieving basics (English and Maths) grade 9 to 4 was 61.9% in 2023 which is higher than the 2019 national average data of 45%.

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 2023 shows that 100% go onto further education or training.

Attendance:

The attendance gap (disadvantaged pupils to all pupils) continues to be a target area – 89.4% DA / 94.3% Year 9-11 in 2022-23. 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.

English/Reading:

The main reading priority continues to be to support Key Stage 3 students with a reading age of 2 years plus below their chronological age as identified by an initial reading assessment. This target group is given bespoke intervention as part of our Reciprocal Reading (Nuts and Bolts) project.

In 2023 we successfully received a grant from the North of Tyne Education Programme for improving the literacy outcomes of DA Students and to forge demonstrable links between the lives of our students and the explicit teaching of literacy by providing targeted academic support. This project included a visit from Simon Armitage (poet laureate), a kayaking visit followed by a beach themed creative writing workshop, a university style seminar and visit to Newcastle University and a creative writing task set as part of a visit to Alnwick Castle.

Recovery Premium has been spent on school-led tutoring at Key Stage 4 to help narrow the outcomes for DA and non DA students.

In 2023 FFT English attainment for non PP was +0.5, for DA it was +0.4 and for the whole PP cohort +0.3.

Parental Engagement:

Parental engagement remains a target for 23/24. 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 9 PP students where parent/carer had not made an appointment, 3 of whom attended the appointment. The 9

students highlighted 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 – 10/12 families attended the event which provided the opportunity to meet families

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, independence and future aspirations. In 2022/3, 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 year ahead.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Reciprocal Reading Programme	Literacy FFT
National Tutoring Programme 2021/22	Manning's Tutors 2021/22
English Tutoring 2021 -23	Lisa Briggs Tutoring
Outdoor Adventurous Activities - Lake District 21/22 & 22/23	High Points - Outdoor Pursuits, Education and Training
North of Tyne Education Improvement Programme	North of Tyne Combined Authority

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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.
What was the impact of that spending on service pupil premium eligible pupils?	Service children attended intervention and pastoral intervention.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

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 2). As a school, our focus this year is on implementing evidence informed teaching strategies that encourage knowledge and skill development, which also engages students. (SIP Priority 4) 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 3) that encourages participation in extra-curricular activities and promotes strategies to support mental health. As a school we have a commitment to Safeguarding all of our students which is embedded in our Personal Development and LEV programmes.

As a school we continue to develop an ambitious and broad Curriculum for our students which develops knowledge, skills and enriching opportunities (SIP Priority 1.) We work closely with our SEND and AEP teams in ensuring that our PP students are on the right courses and have bespoke career and college events 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 last year, 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.