

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	1110
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers	2021 – 2024 - To be reviewed annually
Date this statement was published	December 2021
Date on which it will be reviewed	Annually– September 2022 to 2024
Statement authorised by	Steve Wilson, Head Teacher
Pupil premium lead	Andrew Burton
Governor	Samantha Lane

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£149,360
Recovery premium funding allocation this academic year	£15,225
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£164,585

Part A: Pupil premium strategy plan

Statement of intent

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.

Our key principles are:

- To provide our disadvantaged students with high quality, engaging lessons by well-qualified teachers
- To provide targeted support through the National Tutoring Programme as part of our wider school plans for education recovery
- To track closely the attendance of our disadvantaged students and work with students to improve this, where necessary
- To work co-operatively with the parents of our disadvantaged students in meeting their learning and pastoral needs
- To provide a taste of success for our disadvantaged students outside the confines of the classroom, often taking them out of their comfort zones.
- To ensure that all our disadvantaged students have the appropriate provisions and resources to enable them to learn
- To ensure that the exam outcomes for our disadvantaged students are in line with our non-disadvantaged students
- To expose our disadvantaged students to a range of experiences to enhance their cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	Early assessments have identified where missed learning due to Covid 19 has led to a lack of confidence and gaps in DA student knowledge in the core subjects. Attendance at our core breakfast clubs has been lower for disadvantaged students than non-disadvantaged indicating that this is an area that needs to be addressed

2	Our observations and feedback from key workers have identified that a lack of focus with independent study/revision has widened the gap in achievement between our disadvantaged and non-disadvantaged students. This is indicated across the curriculum and from TEAMS homework feedback.
3	Observations and discussions with students and teachers have identified that financial challenges have been accelerated due to lockdown. 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.
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	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.
6	Guidance meetings with key workers have identified limited aspirations and poor levels of motivation amongst our DA students. The main impact of this is in lower attendance figures for our DA cohort as well as a passive approach to raising achievement initiatives and extra-curricular groups.

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 improve the attendance of disadvantaged students.	Reduced gap in DA/ non DA attendance. Reduce the number of DA students recorded as 'persistent absence' to below national levels.
To raise the PP attainment in GCSE English by embedding a whole school literacy strategy. To have a particular focus on Middle Band boys. This will enable greater access to the curriculum and greater outcomes overall.	GCSE English Language examination result outcomes – PP students to be in line with all other students – Summer 2022 -2024
To increase parental engagement in raising the aspirations of our PP learners.	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.

<p>To ensure a high quality of remote learning provision for those having to isolate due to Covid restrictions.</p>	<p>PP students' Attainment 8 outcomes to match those of their non-PP peers - Summer 2022-2024</p>
<p>To provide effective curriculum intervention for lost learning during the COVID lockdowns.</p>	<p>PP students' Attainment 8 outcomes to match those of their non PP peers - Summer 2022-2024</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>Student/ staff evaluations of different opportunities provided during their time at WBHS to be closely tracked and to reflect positively on activities experienced</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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	<p>Ofsted - 'What's Working Well in Remote Education' - 11th January 2021</p> <p><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</p> <p><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>	1
To introduce 'Generative Learning' to all staff and students as part of our CPD programme.	<p>Generative Learning Theory and its Application to Learning -Mary K. Wilhelm-Chapin & Tiffany A. Koszalka</p> <p><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>	1,5
To recruit high quality, experienced staff to ensure quality first teaching in every department. This will involve ongoing teacher training,	<p>EEF Teaching and Learning Toolkit -</p> <p><i>"The best available evidence indicates that great teaching is the most important lever schools have</i></p>	1

lesson observation and support.	<i>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>	
---------------------------------	--	--

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To run additional ‘one to some’ support sessions with key school staff in the core subjects. Weekly support provided from October half term	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>	1,2
To establish a peer mentoring scheme with sixth form students leading, coaching and role modelling learning behaviour.	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, schools could instead run a mentoring programme between older and younger students within their school.”</i> 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</i>	4

	<i>disadvantaged backgrounds and low attaining pupils make the biggest gains.”</i>	
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.	Gov. UK – Policy Paper – National Tutoring Programme – September 2021 <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>	1
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: Rise and Read breakfast club Nuts and Bolts Intervention One to some tuition in English	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>	2,5
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.	EEF - Mentoring: <i>“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”.</i>	2,4,6

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

Budgeted cost: £35,000

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: Weekly Rewards for full attendance Team/ sport style competition Appropriate contact with parents Meeting with Key worker/ Attendance Officer.</p>	<p>DFE Report - Supporting the attainment of disadvantaged pupils; Articulating success and good practice' - 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>6</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>EEF Research – Parental Engagement “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.”</p>	<p>4,5</p>
<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 and plan a residential</p>	<p>EEF: “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 evidence of an impact on</p>	<p>3</p>

trip designed to enhance life skills.	<i>non-cognitive outcomes such as self-confidence.”</i>	
---------------------------------------	---	--

Total budgeted cost: £ 165,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of pupil premium students was in line, if not better, than in previous years. Our overall PP attainment 8 score in 2021 (CAGS) was 46.77 compared to 56.31 for non-PP. This was an increase from 44.78 in 2020. Similarly, our DA attainment 8 score in 2021 (CAGS) was 43.40 compared to 56.14 for non-PP which has improved from the 2020 figure of 40.42.

Our PP Progress 8 data for summer 2021 was 0.19 compared to 0.60 for non-PP. This is an improvement on our 2020 data of 0.09 for PP. Our DA Progress 8 score in 2021 was -0.13 compared to 0.62 for non-PP. This is a slight improvement on the Summer 2020 result of -0.17 for DA students.

The proportion of disadvantaged students achieving basics (English and Maths) grade 9 to 4 was 76.7% in 2021 which is higher than the 2019 national average data of 65%

Disadvantaged students at this school continue to achieve progress scores above the national average for all students (based on 2019 data) 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 2021 shows that 100% go onto further education or training.

The impact of partial school lockdown undoubtedly had a detrimental impact on the outcomes of our DA cohort. Furthermore, covid restrictions in school meant that we were unable to carry out planned interventions to raise the aspirations and well-being of our students.

As a school we built on our experiences in 2020 in ensuring the provision of IT equipment, offering students more live lessons during lockdown as well as improving staff and student knowledge and experience in using TEAMS as a learning platform. This helped to mitigate the impact of lost learning and maintain high quality teaching. Furthermore, we made sure that all our DA cohort had access to resources needed to support their learning remotely

We are aware that covid 19 has had a negative impact on our students. This includes their health and well-being as well as their academic progress. We used our funding last year 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

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.

December 2021 Update:

We believe that it is what happens daily in the classroom that brings our biggest success with our DA cohorts. As a school, our focus this year is on experimenting with and promoting generative learning strategies in the classroom. This is designed to build on students' existing knowledge and experiences as well as foster classroom relationships.

We believe passionately that academic success for our DA students comes as a result of the supportive relationships nurtured between students and teachers. This is at the very heart of our holistic approach.

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.

The measures that we were forced to put in place last year as a result of Covid 19 hindered our progress with our DA cohort. 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.