



Pupil Premium Strategy Statement



1. Summary information					
School	Whitley Bay High School				
Academic Year	2018-19	Total PP budget	£125,335 + LAC tbc	Date of most recent PP Review	Sept 2018 (Internal)
Total number of pupils	1102 Years 9-11	Number of pupils eligible for PP	164	Date for next internal review of this strategy	Sept 2019

2. Current attainment		
	Pupils eligible for PP WBHS (17/18)	Pupils not eligible for PP national average (16/17)
% achieving basics (En/EI/Ma) 9-4	63%	71.2%
% achieving expected progress in English / Maths (WBHS 2017-18 P8)	tbc	tbc
Progress 8 score average	tbc	0.11
Attainment 8 score average	47.6	49.8
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	Confidence issues	
B.	Limited future aspirations	
C.	Lack of focus with revision/independent study	
D.	Poor numeracy/literacy of some students	
E.	Lack of access to educational resources	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	Poor attendance of some year groups	
G.	Poor organisation	

4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	<p>Students quickly settle well into WBHS</p> <p>Students are happy to try something new</p> <p>Students take part in the wider life of the school</p>	<p>PP scores for Year 9 settling in check in line with non-PP</p> <p>Good attendance and positive evaluations on “out of your comfort zone” trips</p> <p>PP students take advantage of music lessons and special events</p>
B.	<p>Students are guided towards aspirational and appropriate pathways post 16 or 18</p>	<p>100% successful destinations of Year 11 and 13 students. High proportion of PP into higher and further education</p>
C.	<p>Students are supported to ensure they prepare well for external exams</p> <p>PP students engage with additional revision sessions</p>	<p>Good progress of PP students between trial and real exams. PP progress is in line with non PP</p> <p>Good attendance at revision sessions</p>
D.	<p>All students make good progress, particularly in maths and English. Particular focus on students in Upper and Middle prior attainment bands.</p>	<p>WBHS PP P8 are close to 0 or positive for maths and English overall and for all prior attainment bands.</p>
E.	<p>PP students are well equipped for lessons, revision and exams</p>	<p>PP students pass equipment checks are provided with revision guides and have exam equipment checked/provided.</p>
F.	<p>PP students have good attendance</p> <p>PP students attend parent and open evening</p>	<p>PP students’ attendance is in line with whole cohort for each year group. No PP PA.</p> <p>PP students’ attendance is in line with whole cohort for each year group</p>
G.	<p>Students are well organised and meet deadlines</p>	<p>Few/no Notes of Concern re homework/missing deadlines. Personal statements are completed on time.</p>

5. Planned expenditure

Academic year **2018-2019**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome(s)	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A	<p>Name cards used to allow seating for learning. In year 9 PP name cards are subtly colour coded to clearly identify for staff. PP students are identified class lists given to staff.</p> <p>All staff are aware of who the PP students are in their groups and identify how they are supporting them on lesson plans.</p>	<p>Ofsted 2013: "Where schools spent the Pupil Premium funding successfully to improve achievement, they ... ensured that class and subject teachers knew which pupils were eligible for the Pupil Premium so that they could take responsibility for accelerating their progress had a clear and robust performance management system for all staff, and included discussions about pupils eligible for the Pupil Premium in performance management meetings"</p>	<p>Provided for all staff. Whole staff training in Oct 18 reminded staff of rationale and how to use effectively.</p> <p>Confidential electronic PP handbook made available via SharePoint.</p> <p>Performance managers will check and discuss with staff.</p>	<p>Admin team</p> <p>AMB</p> <p>Senior staff</p>	<p>Summer 2019</p> <p>October 2018</p> <p>October 2018</p>
A/B/C	<p>St James' Park Event for all Year 11 students looks at motivation, revision and future aspirations. PP and AEP students invited for a pre-visit to build confidence.</p>	<p>OECD (2012), Equity and Quality in Education: Supporting Disadvantaged Students and Schools: "guidance and counselling services are fundamental to help students make an appropriate educational and career choice among diverse upper secondary pathways and stay on to completion."</p>	<p>Careful analysis of evaluations from previous years allows the program to be tweaked each year to ensure success.</p>	<p>AMB DJL & Yr 11 pastoral team</p>	<p>January 2019</p>

B	All Year 11 students have a guidance meeting with a senior member of staff. PP students to have this with AMB/ ZM to evaluate trial exam performance and discuss future pathways.	NFER 2015: “more successful schools used pupil voice, or set up one-to-one meetings to explore the challenges faced by individual pupils”	Outcome of meetings recorded and shared with keyworkers. Analysis of post-16 destinations	AMB	April 2019 & Nov 2019
C/D	Regular updates and training for all staff. Specific training sessions for new staff and trainees, focuses on how to support PP students.	Ofsted 2013: “Where schools spent the Pupil Premium funding successfully to improve achievement, they ... ensured that class and subject teachers knew which pupils were eligible for the Pupil Premium so that they could take responsibility for accelerating their progress”.	Regular updates including Confidential electronic PP handbook given to all staff each year. Variety of approaches, led by AMB.	AMB/JDM/ DJL	Sept 2019
Total budgeted cost					£28,533
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A	All Year 8 PP students invited to an additional transition morning (as well as 2 days with the whole cohort) to find out more about the high school, build relationships and have some sample lessons.	Ofsted 2013: (following a targeted transition event): “children ... became more familiar with the secondary school. Evaluation showed that pupils felt confident when they joined the school.”	Evaluation of session	AMB/JDM and KS3 team	July 2019
A/D	Year 9 students identified as not making good progress in English, maths or Science to take part in a non-movers project consisting of an external visit, project and follow-up session.	Ofsted 2013: “carefully targeted individualised interventions led to accelerated progress”	Students identified through January and March progress checks and discussed at weekly KS3 meetings	AMB and KS3 team	June 2019 (progress check 4)

B/C/G	All Year 11 students allocated a keyworker to meet on at least a fortnightly basis to look at organisation, revision, next steps, etc. as appropriate.	EEF: “The impact of mentoring is low in terms of direct effect on academic outcomes, accelerating learning on average by only about one month’s additional progress for the majority of pupils. There is some evidence that pupils from disadvantaged backgrounds can benefit by up to about two months’ additional progress.”	Half termly feedback regarding all students	AMB	June & Sept 2019
C/D	Year 11 students identified as not making good progress/ lacking in confidence with a particular subject area to be allocated a Sixth Form keyworker. Meet weekly at lunchtimes Jan-May.	EEF: “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.”	Students identified through November progress check / Year 10 trial exams. AMB and ZM monitor attendance and productivity of sessions. Feedback from Year 11 and Year 12 students. Analyse results	AMB / ZM	May 2019 & Aug 2019
D	Year 11 students not making good progress in maths or English to be given additional small group or one-to-one tuition by a member of departmental staff Jan – May 2018	EEF: “Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months’ progress.” Ofsted 2013: “Where schools spent the Pupil Premium funding successfully to improve achievement, they ...allocated their best teachers to teach intervention groups to improve mathematics and English,”	Students identified through November progress check / Year 10 trial exams. Staff feedback attendance through keyworkers. Analyse results.	AMB / JDM (JEL & KAS)	August 2019
F	Engage parents by contacting via text or phone to arrange parents evening appointments, advise about trips and support sessions and inform regarding attendance and/or use of the Solihull attendance model where appropriate	EEF Parental contact project: “Children who had the intervention experienced about one month of additional progress in maths compared to other children. Children who had the intervention had reduced absenteeism compared to other children”.	Regular monitoring of PP attendance. Monitoring of parental attendance at parents evenings and information evenings.	AMB and pastoral team	Ongoing
Total budgeted cost					£69,643

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A	Year 10 and Year 11 Out of Your Comfort Zone trips.	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 non-cognitive outcomes such as self-confidence."	Liaise with HOY to ensure appropriate students are invited. Evaluations following each trip.	AMB HOYs	Autumn 2018
A	Free music lessons offered to all PP students.	EEF: "the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science learning."	Monitor uptake	KGB	July 2019
A/B	Boost Event for PP students in Years 9 -11 and Year 6/8 from feeder middle schools to encourage students to believe in themselves and aim high. Parents revision workshop for Year 11 lower/middle band students.	Ofsted 2013: "Where schools targeted the funding well, they ... considered a range of barriers to pupils' learning, including attendance, behaviour, family circumstances and resources to support learning at home or at school"	Liaison with HOYs and middle schools to identify focus for each group. Evaluate student and parent perception.	AMB DJL	March 2019
A/F	Student support coordinator, learning mentor and school counsellor available for all students to deal with barriers to learning and more complex pastoral issues as they arrive. Referral form highlights PP students to ensure they have priority.	Ofsted 2013: "Where schools had successfully begun to narrow the gaps in achievement they... worked to improve pupils' social and emotional skills where these were barriers to learning"	Monitoring of student uptake. Sharing of caseload (where appropriate) at weekly PRAM meetings.	SEL, HD, MT, KH	Ongoing

B	All Upper Band PP students (and upper of middle) to attend a raising aspirations visit to either a local university or a local high profile employer to investigate future pathways during Year 10 or 11.	Ofsted 2013: "Where schools had successfully begun to narrow the gaps in achievement .. ensured that low expectations were not a barrier to achievement by considering the potential of individuals and not settling for more-able pupils only reaching expected levels for their age just because they were eligible for the Pupil Premium."	Use of KS2 prior attainment and HOY/keyworker knowledge to ensure an appropriate visit for all. Evaluation of aspirations following visit.	AMB HOY's	Nov 2018 and July 2019
B	All PP students given a guidance meeting with specialist careers staff at end of Year 10/beginning of Year 11	OECD (2012), Equity and Quality in Education: Supporting Disadvantaged Students and Schools: "guidance and counselling services are fundamental to help students make an appropriate educational and career choice among diverse upper secondary pathways and stay on to completion."	Overview of discussion recorded and follow-up meetings arranged when appropriate.	AH (Connexions)	Oct 2018
C	Year 11 students provided with revision guides and exam equipment.	Ofsted 2013: "Where schools had successfully begun to narrow the gaps in achievement.. reflected on ways in which they could better support older pupils to study independently outside of the school day"	Distributed through keyworkers. Liaison with staff members to check PP students are well prepared for lesson and exams.	AMB	Ongoing / June 2019
E	Art packs issued for all PP students taking GCSE Art. Access to offsite PE assessments.	Ofsted 2013: "When they did this well they ... realised when talented pupils might not fulfil their potential in a particular subject or skill because of a lack of family finances".	Liaison with Art/PE Dept	ABR SMM AMB	June 2019
F	Attendance Initiatives for individual Year groups.	Ofsted 2013: "Where schools targeted the funding well, they ... considered a range of barriers to pupils' learning, including attendance, behaviour, family circumstances and resources to support learning at home or at school"	Careful monitoring of attendance data to decide which Year groups to focus on and which students to include. Analysis of attendance of those involved.	AMB HOYs Admin team	Ongoing throughout 2018-19
Total budgeted cost					£47,512

6. Review of expenditure

Previous Academic Year

Please see separate document: Plan for PP/DA 2017/18 with evaluation

7. Additional Information

At WBHS we believe that all of our stake-holders should be well informed about our PP strategy, and our evaluation and outcomes. We present this at least annually to our governor's Curriculum and Student Affairs Committee and liaise with key governors about how to make further progress.

Ofsted 2013:

“ While governors had generally been informed about the Pupil Premium funding and what it had been spent on, they did not always play a full part in making decisions about its allocation, or discussing the impact of the actions taken. Where governors took an effective role in ensuring that the Pupil Premium was used well they:

- were fully involved from the outset in deciding on the way in which the funding would be allocated
- required a clear policy to be written about the Pupil Premium, and contributed to its content
- were committed to ensuring that every pupil, irrespective of starting point or background, achieved their potential, and used this principle to drive every discussion about the Pupil Premium asked challenging questions about how effective each action funded by the Pupil Premium was being in improving achievement
- told parents what the Pupil Premium was being spent on, and in the best examples, how well this was working.

PP Budget 2018-19

Initiative	Cost implication	Cost
Name cards used to allow seating for learning. In year 9 PP name cards are subtly colour coded to clearly identify for staff. All staff are aware of who the PP students are in their groups and identify how they are supporting them on lesson plans	Printing	£40
St James' Park Event for all Year 11 students looks at motivation, revision and future aspirations. PP and AEP students invited for a pre-visit to build confidence	0.1AHT i/c pastoral care 0.4AEP coordinator + AEP assistant SJP pre-visit – room hire, tour and transport	£7,772.80 £3,141.20 £1,160 £160
All Year 11 students have a guidance meeting with a senior member of staff. PP students to have this with AMB/ZM to evaluate trial exam performance and discuss future pathways.	PP Lead 0.1Post-16 pastoral tutor	£4,500 £290
Regular updates and training for all staff. Specific training sessions for new staff and trainees, focuses on how to support PP students	PP Lead	
All Year 8 PP students invited to an additional transition morning (as well as 2 days with the whole cohort) to find out more about the high school, build relationships and have some sample lessons.	PP Lead Pastoral team (3x 0.2HOY / 3x 0.2AHOY)	£5,798 £1,740
Year 9 students identified as not making good progress in English, maths or Science to take part in a non-movers project consisting of an external visit, project and follow-up session.	0.2Data manager PP Lead	£7,658
All Year 11 students allocated a keyworker to meet on at least a fortnightly basis to look at organisation, revision, next steps, etc. as appropriate.	20 x0.05 Keyworkers Lunch for launch	£50,046.24 £300

<p>Year 11 students identified as not making good progress/ lacking in confidence with a particular subject area to be allocated a Sixth Form keyworker. Meet weekly at lunchtimes Jan-May</p>	<p>0.1 Raising Achievement Administrator</p> <p>Lunch for training sessions</p> <p>PP Lead</p>	<p>£2,497.80</p> <p>£400</p>
<p>Year 11 students not making good progress in maths or English to be given additional small group or one-to-one tuition by a member of departmental staff Jan – May 2019</p>	<p>1:1 tuition</p>	<p>£4,000</p>
<p>Engage parents by contacting via text or phone to arrange parents evening appointments, advise about trips and support sessions and inform regarding attendance and/or use of the Solihull attendance model where appropriate.</p>	<p>PP Lead</p> <p>Pastoral team (3x 0.2HOY / 3x 0.2AHOY)</p> <p>0.1 Raising Achievement Administrator</p>	
<p>Year 10 and Year 11 Out of Your Comfort Zone trips.</p> <p>Use of the school mini bus for all PP events.</p>	<p>Venues</p> <p>Lunch</p> <p>Transport OR</p> <p>Minibus x2</p> <p>0.1 LSA</p>	<p>£900</p> <p>£150</p> <p>£350</p> <p>£460</p> <p>£2,388.90</p>
<p>Free music lessons offered to all PP students</p>		<p>£2,500</p>
<p>Boost Event with external speaker for PP students in Years 9 -11 and Year 6/8 from feeder middle schools to encourage students to believe in themselves and aim high. Parents revision workshop for Year 11 lower/middle band students.</p>	<p>PP Lead</p> <p>0.4 AEP coordinator</p>	
<p>Student support coordinator, learning mentor and school counsellor available for all students to deal with barriers to learning and more complex pastoral issues as they arrive. Referral form highlights PP students to ensure they have priority.</p>	<p>0.5 Student Support Coordinator</p>	<p>£15,198.50</p>

	0.5 School Counsellor	£16,006.03
	0.5 Learning Mentor	£13,656.50
All Upper Band PP students (and upper of middle) to be attend a raising aspirations visit to either a local university or a local high profile employer to investigate future pathways during Year 10 or 11.	PP Lead	
	Transport OR	£70
	X2 0.05 Minibus	
	Lunches	£80
All PP students given a guidance meeting with specialist careers staff at end of Year 10/beginning of Year 11	0.1AHT i/c pastoral care	
	Pastoral team (3x 0.2HOY / 3x 0.2AHOY)	
Year 11 students provided with revision guides and exam equipment	Revision Guides	£700
	Calculators and geometry sets	£150
Art packs issued for all PP students taking GCSE Art	Art packs	£200
Additional assessment opportunities for GCSE PE (e.g. climbing)	Climbing	£200
Attendance Initiatives for individual Year groups	0.1Raising Achievement Administrator	
	Pastoral team (3x 0.2HOY / 3x 0.2AHOY)	
	Incentives and rewards	£300
Total budgeted spend		£142,844

