

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Whitstone School
Number of pupils in school	591
Proportion (%) of pupil premium eligible pupils	22
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Year 1 – 15 th December 2021 Year 2 – 18 th November 2022 Year 3 – 31 st October 2023
Date on which it will be reviewed	Annually Reviewed New Strategy required December 2024
Statement authorised by	Guy Swallow
Pupil premium lead	Maz Turner
Governor / Trustee lead	Sarah Lennon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123,165
Recovery premium funding allocation this academic year	£33,672 (estimate)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	

<p>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</p>	<p>£156,837</p>
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Part A: Pupil premium strategy plan

Statement of intent

<p><i>Our ultimate aim for disadvantaged students is that they achieve and develop in line with their peers. We also aim to close any gaps in learning that may be influenced by their social and economic vulnerabilities.</i></p> <p><i>We recognise that not all young people have the advantages that some do and we wish Whitstone School to be a school community that has ambition, respect and excellence at the heart of everything we do for all pupils.</i></p> <p><i>We recognise that what is good practice and intervention for disadvantaged learners is good practice for all and we do not stigmatise our students entitled to Pupil Premium.</i></p> <p><i>Our key principles are:</i></p> <ul style="list-style-type: none"> ● <i>Highly quality teaching,</i> ● <i>Targeted, intensive intervention</i> ● <i>Resilience building, mental health support and emotional wellbeing</i> ● <i>Equal access to curriculum, enrichment and all aspects of school life</i>
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Challenges

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

Challenge number	Detail of challenge
1	Students have had long periods of online learning as a consequence of Covid-19, thus gaps in knowledge are apparent.
2	Students sometimes low aspirations of their academic ability and lack ambition in terms of their future careers.
3	Mental Health has decreased as result of the COVID-19 pandemic.
4	Students have missed out on opportunities to develop socially and engage in enrichment activities.

5	The attendance of disadvantaged students and their engagement in lessons is often below that of their peers.
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<i>Progress 8</i>	P8 score of 0.34
Attainment 8	A8 score of 46.93
Percentage of students grade 5+ in English and Maths	28.6% of students achieve intended outcome.
Year 10 EBACC uptake	20% of students select EBACC pathway

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.

High Quality Teaching (for example, CPD, recruitment and retention) Budgeted cost: £29,172

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Subscribe to The National College</i>	High quality CPD on elements such as feedback, metacognition, mastery learning and teacher subject knowledge has a high impact on outcomes.	1
<i>Subscribe to EduKey</i>	Tracking of Interventions and strategies has a moderate impact on outcomes.	3
<i>Reduction in class sizes in English and Maths for Year 10 and 11.</i>	Evidence on reduction in class sizes has limited impact on outcomes, evidence is limited. However with high quality CPD and increased pupil teacher feedback and individual instructions impact can be high.	1
<i>Embed Teach First relationship in school</i>	Teach First trainees will enable the creation of additional classes and provide a focus on the teaching of disadvantaged students.	1 and 2

<i>Introduction of GCSEPod</i>	High quality and easily accessible technology and resources to support high quality teaching and learning.	1 and 2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £57,821

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Develop alternative provision for small group of students in Years 7,8 and 9.</i>	Engagement with school will improve with the opportunity to access therapy outside of a classroom environment.	3, 5
<i>Improve reading ages of disadvantaged students.</i>	Improving reading comprehension has a very high impact on student outcomes.	1,2,3
<i>Creation of additional Maths and English sessions for all students in Aspire time. (3 x 20 mins a week).</i>	Increased contact time with regular teacher will enable students to receive further feedback, support and opportunities to develop subject knowledge.	1, 3
<i>Develop Maths and English Intervention Leads.</i>	Small group tuition has a moderate impact on student outcomes.	1
<i>Appointment of a Catering Food Assistant</i>	Offering 121 support and Teaching Assistant Interventions carries a moderate cost and impact on student outcomes.	2,4,5

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

Budgeted cost: £58,516

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Appointment of a Deputy House Leaders.</i>	Increasing parental engagement is of a low cost but a moderate impact. Deputy House Leaders liaise with parent and students daily.	3, 4 and 5
<i>Ensuring readiness to learn (Equipment, Uniform and Breakfast)</i>	Students likely to feel more engagement with school through an improvement in self-esteem.	3 and 5
<i>Free music lessons.</i>	Participation in Arts opportunities has a moderate impact on student outcomes and life opportunities.	4

<i>Subsidised school trips and enhance enrichment opportunities</i>	Participation in Arts opportunities has a moderate impact on student outcomes and life opportunities.	4
<i>Appointment of an Attendance Improvement Officer</i>	Time allocated for attendance interventions, requiring parental engagement and providing additional tracking and support to students.	1,2,4,5
<i>Careers advice in school</i>	Careers advice reduces the chances of NEET which is more common in PP students.	2, 5

Total budgeted cost: £145,509

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 2022 to 2023 academic year.

Our key principles for disadvantaged pupils are

- High Quality Teaching
- Targeted, intensive intervention
- Equal access to curriculum, enrichment and all aspects of school life.
- Resilience building, mental health support and emotional wellbeing

Evidence

Exam results from the summer of 2023 show that Non PP students on average achieved a P8 score of -0.02, whereas PP students on average achieved a P8 score of 0.23. Not only has the gap been closed due to our in class interventions, but PP students achieved on average 0.29 grades higher than non-PP.

More specifically, in English students received a P8 of -0.4 but the gap between non-PP and PP students was 0.46 indicating that PP students progressed better in English, with a P8 of -0.01 than Non-PP students.

Similarly, in the Summer of 2023 Maths received a P8 score of -0.03. PP students did better than Non-PP students with an increased score of 0.13 taking them to a P8 score of 0.08.

Our commitment to CPD, development of SEND information and how this lands from SENDCo to all staff, use of class profiles, Coaching Drop Ins and the embedding of our Whitstone Excellent Lesson has all seen a positive impact on the quality of teaching in the classroom, ensuring that students needs are better catered for.

Furthermore, outside of the classroom, securing intervention staff in Maths and English, creating time and staff for a nurture group in Year 7, ensuring all PP students have access to breakfast, equipment uniform and access to enrichment activities have increased progress in students but also their sense of belonging. Developing our Enrichment programme has made activities more accessible to all, regardless of need or social-economic status.

Changes to our staffing structure has resulted in students having more safe places to turn, and greater access to Mental Health and Well-being support. Our Respect Strategy goes from strength to strength, ensure every students feels of value in our school.

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

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

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