# 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

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| Detail | Data |
| School name | Whitburn Church of England Academy |
| Number of pupils in school  | 1239 |
| Proportion (%) of pupil premium eligible pupils | 15.01% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021 – 2022 to 2024 - 2025 |
| Date this statement was published | 30th December 2021 |
| Date on which it will be reviewed | 30th June 2022 |
| Statement authorised by | J. Crowe |
| Pupil premium lead | C. Shaw |
| Governor / Trustee lead | A. Tobin |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £148,215 |
| Recovery premium funding allocation this academic year | £ |
| 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 | £148,215 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our intention is to ensure that all students have the opportunity to develop their skills, character and abilities to their fullest potential, irrespective of their background or the challenges the may face. This intention will be realised by students making good progress in their learning such that they have the knowledge and understanding that will lead to attainment that in turn will give them the springboard to the next stage in their education / career.This intention will also be realised by all students developing the skills, habits and characteristics that will make them able to participate fully and productively in society and remove any future barriers to learning and aspiration.Our strategy will be guided by robust diagnoses of the evidence of the issues faced by our students alongside evidence informed strategies and practices such as those published by the EEF. Whilst we will focus on the issues that are most crucial to unlocking the potential of disadvantaged students such as attendance and parental engagement, our strategy is rooted in the belief that the actions that support disadvantaged learners will support all learners to make better progress.Central to our strategy is the emphasis on Quality First teaching for all students, all the time. Our focus on reading is crucial in improving students’ ability to both access the curriculum and gain the generative knowledge that will allow sustained progress in learning and attainment. Allied to a focus on the areas where disadvantaged students require the most support, we intend to ensure that all students make improved progress and that differences in the progress between disadvantaged and non-disadvantaged students are minimised. We believe that by making this a whole school approach that reaches into every classroom and makes it the responsibility of all staff we can provide the conditions in which all students can maximise their potential regardless of their starting points. |

## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | *Attendance data across all year groups in 2021 / 2022 show that attendance of disadvantaged student’s averages 88.03% whilst the attendance for non-disadvantaged peers is 94.41%**Persistent absence amongst disadvantaged student’s averages between 33.14% and 35.67% per week in 2021/22 %. Persistent absence for non-disadvantaged student’s averages between 15.6% and 18.8% per week.**Assessments show a strong link between low rates of attendance and lower rates of student progress. Evidence from Parents / carers evenings and attendance monitoring processes shows a lower level of parental engagement with disadvantaged groups. This is a barrier to improving attendance.**Challenge is to significantly improve attendance of disadvantaged students whilst improving attendance for all students.* |
| 2 | *Greater impact on learning from pandemic than non-disadvantaged Peers. Return to School data in July 2020 and March 2021 shows that disadvantaged students were disproportionately affected by the lockdowns in respect of their academic progress. 36.5% of those identified as needing greatest support were disadvantaged students.* *Challenge is to ensure rapid and sustained progress in knowledge and understanding for these students such that the impact of the lockdowns is minimised.*  |
| 3 | CAT4 scores and Reading Scores data show that disadvantaged students are over represented in the group whose reading comprehension and verbal reasoning is below age related expectations. Average Non-verbal SAS for disadvantaged = 94.1 whereas for non-disadvantaged students it is 99.67. Similar overrepresentation is observable in older year groups. The impact of the vocabulary gap and poor literacy on academic progress and life chances is very well documented.*Challenge is to sustainably improve the reading scores for disadvantaged students whilst also developing a love of reading amongst all students* |
| 4 | Data from enrichment and extra curricula activities shows that students are under represented in these groups. Participation by non disadvantaged students is 25% whilst for disadvantaged students it is 9%. Participation in these helps build confidence, self esteem, cultural capital, community cohesion and aspiration. Deficits in one or all of the above contribute to lower educational attainment and disengagement from education.Challenge is to increase access, remove barriers and provide opportunities such that disadvantaged students participate at a level similar to their non disadvantaged peers |
| 5 | Data from student exclusions, internal isolations and lesson call outs demonstrate that disadvantaged students are over represented in these measures. Internal Data shows that disadvantaged students account for 45% of all lesson call outs which is a huge over representation of that cohort. Low academic self-esteem and lack of emotional / self-regulation leads to reduced learning engagement and greater incidences of poor behaviour amongst some disadvantaged students. This has a negative impact on their learning and progress as well as their self-perception and emotional / academic well-being. This is evidenced in well-being surveys. This also impacts negatively on the learning of others.Evidence from Parents / carers evenings and attendance monitoring processes shows a lower level of parental engagement with disadvantaged groups. During 2020/2021 41% of the parents / carers of disadvantaged students did not attend virtual parents / carers evening or events. This compares to 21% of the parents of non disadvantaged students. This is a barrier to improving behaviour and aspirations.Challenge is to reduce incidences of disruption and poor behaviour amongst all students by focussing on their academic self-esteem and self-regulation. |

## 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.

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| Intended outcome | Success criteria |
| Achieve sustained improvement in attendance for all students, particularly disadvantaged students. | * Overall absence rate for students will fall each year between 2021/22 and 2024/25
* Overall absence rate for students will be 4-5% by 2024/25
* The attendance gap between disadvantaged students and their non-disadvantaged peers being reduced from 3.5% to 1%.
* The percentage of students who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% higher than their peers.
* Improved parental engagement with attendance interventions
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| Improved attainment and progress among all students, particularly disadvantaged students across the curriculum at the end of KS4 | * In 2019 the Average Attainment 8 figure for all students was 5.2
* In 2019 the Average Attainment 8 figure for disadvantaged students was 3.6
* In 2019 the Average Attainment 8 figure for non-disadvantaged students was 5.5
* Improvement in A8 for disadvantaged students each year to 2024/25
* Gap in Average Attainment 8 between non disadvantaged and disadvantaged students to be less than -1 by 2025
* In 2019 P8 score for all students was -0.13
* In 2019 P8 score for non-disadvantaged students was -0.04
* In 2019 P8 score for disadvantaged students was -0.73
* Improvement in P8 for disadvantaged students each year to 2024/25
* Gap in P8 between non disadvantaged and disadvantaged students to be less than -0.2 by 2025
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| Improved reading comprehension amongst disadvantaged students in KS3 and KS4 | * Reduction in % of disadvantaged students whose reading comprehension tests show they are below age related expectations
* Improved reading comprehension scores across the school in each year 2021/22 – 2024/25
* Work scrutiny, student voice and School Review shows evidence of engagement with texts / reading
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| Improved participation in enrichment and extra curricula activities by disadvantaged students. | * Evidence from monitoring shows increased participation in extra curricula activities each year by disadvantaged students 2021/22 – 2024/25
* By 2024/25 the gap between disadvantaged and non-disadvantaged students will have reduced to at most 5%
* Student voice, teacher observation and parental feedback will show evidence of impact on emotional well-being and development of ‘soft skills’ / cultural capital.
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| Reduced incidence of poor behaviour and disruption for all students, with greater reduction in incidents involving disadvantaged students | * Evidence from Exclusion / Reflection / Call outs data shows reduction across the school each year 2021/22 – 2024/25
* Evidence shows narrowing gap between disadvantaged and non-disadvantaged students being involved in disruption / poor behaviour
* Evidence demonstrates less repeat incidents following interventions with disadvantaged students
* Student voice shows students feel learning is less disrupted each year
* Improved parental engagement with behaviour interventions
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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: £ *[50,000]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Employment of additional Science Teacher to create capacity to provide instruction for students in internal isolation in core subjects* | [EEF\_(2020)\_-\_Impact\_of\_School\_Closures\_on\_the\_Attainment\_Gap.pdf (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/EEF_%282020%29_-_Impact_of_School_Closures_on_the_Attainment_Gap.pdf)1. [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)

Evidence for the impact of one to one and small group tuition on student progress is strong. Students at risk of falling behind and disengaging from their learning will be better supported to return to learning in the classroom. This will reduce risk of disengagement. This is a key issue for disadvantaged students | 2,3,5 |
| *Reading Strategy commenced January 2022. Including whole school INSET and ongoing CPD* | [Search results - Evidence 4 Impact](https://www.evidence4impact.org.uk/search?keywords=comprehension)<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>High impact for low cost. Key part of development plan to re energise reading within the school. If students are able to read and comprehend more effectively this will unlock access to the curriculum and enable more rapid and secure progress. | 3 |
| *CPD / Professional Growth to support Quality First Inclusive Teaching. Including INSET / Twilight time. Purchase of master class materials from Mary Myatt, Tom Sherrington et al Support for ECTs and PD for teachers* | Great Teaching Toolkit 2020 (Evidence Review)<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback><https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development>High quality materials used for ECF from UCL. Staff engaging with New NPQs in leading Teaching and learning and leading behaviour. This will improve practice across the curriculum to meet the aim of quality first teaching. | 2.3.4.5 |

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

Budgeted cost: £ *[60,000]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Employment of subject specialist tutors to work with identified students whose progress suffered most during school closures* | [EEF\_(2020)\_-\_Impact\_of\_School\_Closures\_on\_the\_Attainment\_Gap.pdf (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/EEF_%282020%29_-_Impact_of_School_Closures_on_the_Attainment_Gap.pdf)[One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)Shows that one to one tuition can provide an additional 5 months progress. Employing qualified and experienced teachers to work face to face makes even greater learning gains possible than online tutoring. High impact for moderate outlay. | 2,3,5 |
| *Provision of targeted after school support for students identified following partial closures* | [Small group tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition)Moderate impact for low cost. Targeted support from specialist teachers will directly impact those students who most require intervention. Early action like this will help address identified gaps in knowledge and understanding | 2,3,5 |
| *Structured reading interventions*  | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies>Very high impact for low cost. Targeted support using specialist programmes such as Lexia will help to reduce the vocabulary gap between disadvantaged and non-disadvantaged students whilst also providing greater access to the curriculum to boost progress  | 2,3 |
| *Remodelling of SEN support including CPD for staff* | [Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions)[Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants)Evidence shows that with effective deployment of well-trained SEN support staff in small group interventions can have a large impact on outcomes. There is a high degree of correlation between disadvantaged students and those deemed as having a Special Educational Need. | 2,3,5 |

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

Budgeted cost: £ *[40,000]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Redeployment of staff to create a dedicated Attendance Officer position.* *Swifter parental contact and ability to work in the home to improve attendance. Improved data collection to aid decision making* | [Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit?searchQuery=parental%20engagement)[Students more likely to succeed if teachers have positive perceptions of parents: Teacher training program can help promote parent involvement in education -- ScienceDaily](https://www.sciencedaily.com/releases/2017/02/170221101032.htm)[Working with Parents to Support Children's Learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents)Improving attendance requires better parental engagement and data collection. With a dedicated role this will become possible | 1 |
| *Greater use of external counselling and related services to support well being and emotional health* | [Effectiveness of school counselling revealed in new research (bacp.co.uk)](https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/)Evidence shows disadvantaged students are more likely to experience lower self-esteem, worse emotional health and have experienced trauma than non-disadvantaged peers. Greater use of trained counsellors and external agencies including therapeutic interventions will help to redress this and facilitate improved progress | 1,2,4,5 |
| *Teaching and Learning focus upon improving behaviour. Including INSET time, strategic review of rewards system and redesign of behaviour interventions* | <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour>Good behaviour supports better outcomes for all students. Shifting the focus to rewarding and recognising good behaviour to make it the norm is key. More effective interventions will support students to make better choices | 2,5 |
| *Focus on widening participation in extra curricula activities. Supporting disadvantaged students to participate* | [An\_Unequal\_Playing\_Field\_report.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf)Evidence clearly points to the benefits of students engaging in extra curricula activities. The lower rates of participation amongst disadvantaged students cement differences in the acquisition of soft skills, community cohesion, leadership and aspiration with non-disadvantaged peers. Widening participation will help to improve wider outcomes. |  |

**Total budgeted cost: £** *[150,000]*

# 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.

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| Review of internal data indicates that behaviour, wellbeing and student mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly marked for disadvantaged students. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.COVID 19 similarly had a greater impact upon disadvantaged student’s attendance than on the attendance of their non-disadvantaged peers. This included participation in remote learning despite the school ensuring that every student had access to a laptop and Wi-Fi connectivity. Attendance and attainment are very closely linked; hence, this forms a central part of our plan going forward.Due to the success of our remote learning provision and the use of recovery premium to employ specialist teachers to support the learning of our most disadvantaged students the impact of COVID 19 upon student attainment was minimised. This is evidenced by internal assessment data. The ambition remains to close the attainment gap between disadvantaged students and their non-disadvantaged peers.  |

## 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*

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| Programme | Provider |
| Girls standing Up | Bright Futures North East |
| Who Am I | Humanutopia |
| Healing Together | Healthy Minds |

## Service pupil premium funding (optional)

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

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| Measure | Details  |
| How did you spend your service pupil premium allocation last academic year? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |

# Further information (optional)

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