

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	Whitburn Church of England Academy
Number of pupils in school	1226
Proportion (%) of pupil premium eligible pupils	13.87%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2 - 2024/5
Date this statement was first published	December 31 st 2021 2022 Review 2023 Review
Date on which it will be reviewed	March 2024
Statement authorised by	J. Crowe
Pupil premium lead	C. Shaw
Governor / Trustee lead	A. Tobin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£204,110 (Apr 23 - Mar 24)
Recovery premium funding allocation this academic year	£0
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	£204,110

Part A: Pupil premium strategy plan

Statement of intent

Our motto of 'Excellence for All' runs through everything we do at Whitburn. We are an inclusive school. 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 they 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, literacy 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 and developing students' literacy skills 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.

Challenge number	Detail of challenge
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1	<p><i>Attendance data across all year groups shows that PP students attend school on average less than their non PP peers</i></p> <p><i>Assessments and national data show a strong correlation between low rates of attendance and lower rates of student progress. Regular attendance at school has a positive impact upon students' mental health, socialisation, continuity in learning and belonging. It also provides the habits required in the workplace. Evidence from Parents / carers evenings and attendance monitoring processes shows a lower level of parental engagement with disadvantaged groups.</i></p> <p><i>Challenge is to significantly improve attendance (and engagement in lessons) of disadvantaged students whilst improving attendance for all students. Encouraging wider participation of parents / carers in the learning of their children and building positive relationships is key to meeting this challenge.</i></p> <p><i>School Attendance has become an issue of national importance and has worsened by all national measures since the pandemic. Report by Public first outlines the nature and scale of the disconnect between school and parental perceptions of attendance. ATTENDANCE-REPORT-V02.pdf (publicfirst.co.uk)</i></p>
2	<p><i>Ongoing 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. 98% of PP students in Year 11 have been identified as needing (and are being given) additional subject support in at least one subject in 2022/23.</i></p> <p><i>PP students on average perform less well than their non PP peers. There is a complex mix of factors behind this gap including lower level of aspiration; parental capacity to engage and support learning / future aspirations, financial factors limiting access to cultural capital. No two PP students are alike.</i></p> <p><i>Challenge is to ensure rapid and sustained progress in knowledge and understanding for these students such that the impact of the lockdowns and deeper rooted challenges are minimised.</i></p>
3	<p><i>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.</i></p> <p><i>2022 Star Reading tests for Year 7 again show PP students over represented in groups with lowest NRSS score. Year 7 PP = 6.3% yet PP students make up 40% of students requiring urgent intervention with reading and 30% of students requiring intervention.</i></p> <p><i>Challenge is to sustainably improve the reading scores for disadvantaged students whilst also developing a love of reading amongst all students</i></p>
4	<p><i>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</i></p>

	<p>cohesion and aspiration. Deficits in one or all of the above contribute to lower educational attainment and disengagement from education. 2022 November shows 69% of all students are participating in at least one extra curricula activity. For PP students this figure 47%. This is a significant increase from 2021/22.</p> <p><i>Challenge is to increase access, remove barriers and provide opportunities such that disadvantaged students participate at a level similar to their non disadvantaged peers</i></p>
5	<p>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. 2021/22 this figure fell to 29%. This compares to 21% (2022 10%) of the parents of non disadvantaged students. This is a barrier to improving behaviour and aspirations.</p> <p>Challenge is to reduce incidences of disruption and poor behaviour amongst all students by focussing on their academic self-esteem and self-regulation.</p>

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
Achieve sustained improvement in attendance for all students, particularly disadvantaged students.	<ul style="list-style-type: none"> • 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

<p>Improved attainment and progress among all students, particularly disadvantaged students across the curriculum at the end of KS4</p>	<ul style="list-style-type: none"> • In 2019 the Average Attainment 8 figure for all students was 5.2. • In 2019 the Average Attainment 8 Grade figure for disadvantaged students was 3.6. • In 2019 the Average Attainment 8 grade figure for non-disadvantaged students was 5.5 • Improvement in A8 for disadvantaged students each year to 2024/25 • 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. 2019 = -0.69
<p>Improved reading comprehension amongst disadvantaged students in KS3 and KS4</p>	<ul style="list-style-type: none"> • 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
<p>Improved participation in enrichment and extra curricula activities by disadvantaged students.</p>	<ul style="list-style-type: none"> • 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. • November 2022 Review of participation shows that gap between PP / Non PP has narrowed significantly in all years groups. No gap now in 3 /5 year groups.
<p>Reduced incidence of poor behaviour and disruption for all students, with greater reduction in incidents involving disadvantaged students</p>	<ul style="list-style-type: none"> • 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

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: £ [70,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Employment of additional Science Teacher to create capacity to provide instruction for students in internal isolation in core subjects. Use of dedicated room and resources (including lunchtime) to support reflection and reduce repeat isolations</i></p> <p><i>Engagement of student social worker on placement to work with most vulnerable</i></p>	<p>EEF (2020) - Impact of School Closures on the Attainment Gap.pdf (educationendowmentfoundation.org.uk)</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>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</p> <p>Started in 21/22 this has continued to provide benefits to the school in terms of extra capacity for in school counselling and support for most vulnerable students</p>	2,3,5
<p><i>Reading Strategy commenced January 2022. Including whole school INSET and ongoing CPD. Relaunch of library including physical remodelling, purchase of new furniture and resources</i></p>	<p>Search results - Evidence 4 Impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>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.</p>	3
<p><i>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.</i></p>	<p>Great Teaching Toolkit 2020 (Evidence Review)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>High quality materials used for ECF from UCL. Staff engaging with New NPQs in leading Teaching and learning and leading behaviour.</p>	2.3.4.5

<p>Cover for colleagues engaged in NPQs</p> <p>PP focussed training for all teaching and pastoral staff April 22</p> <p>INSET Sept 2023 dedicated to behaviour curriculum and SEND students</p>	<p>This will improve practice across the curriculum to meet the aim of quality first teaching.</p> <p>Training for staff on understanding PP strategy and how funds used. Also on common strategies eg study space, home learning support to use with PP students. Importance of relationships and knowing students</p> <p>INSETs will help embed consistent expectations and good practice in working with some of our most vulnerable students leading to better engagement and</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ [80,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of subject specialist tutor to work with identified students whose progress in maths suffered most during school closures</p> <p>Employment on TLR 2c of 2 Key stage progress leads to target PP and SEND students</p>	<p>EEF (2020) - Impact of School Closures on the Attainment Gap.pdf (educationendowmentfoundation.org.uk)</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>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.</p> <p>Employment of Progress Leads will mean more targeted support / data tracking and intervention with PP students.</p>	2,3,5
<p>Provision of targeted after school support for students identified following partial closures.</p> <p>Remodelling of directed time to build after school support into DT for all teaching staff.</p>	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>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</p>	2,3,5

<p><i>Restructure of Pastoral Team to include PYL and ISA for each year group</i></p>	<p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Improving attendance requires better parental engagement and data collection. With a dedicated role this will become possible</p> <p>Greater capacity in pastoral team to account for post covid welfare issues around attendance, internal truancy and behaviour. Increased ability to manage interventions and work with hard to reach parents</p>	
<p><i>Greater use of external counselling and related services to support well being and emotional health</i></p>	<p>Effectiveness of school counselling revealed in new research (bacp.co.uk)</p> <p>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</p>	1,2,4,5
<p><i>Teaching and Learning focus upon improving behaviour. Including INSET time, strategic review of rewards system and redesign of behaviour interventions</i></p> <p><i>Introduction of Central Detention system</i></p> <p><i>Launch and implementation of Behaviour Curriculum from September 2023</i></p> <p><i>SEND INSET focussing on attachment and SEMH students</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>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</p> <p>Central Detention system provides a swifter and more effective sanction for lateness, lack of equipment and uniform issues. Led to a significant improvement in punctuality in 2022</p> <p>Behaviour Curriculum will help develop and embed routine positive behaviours so that these become the norm. reducing incidences of negative behaviours requiring sanctions</p> <p>Improve knowledge and understanding for all staff working with students who may become dysregulated. Increasing chances of keeping them in school and learning effectively.</p>	2,5
<p><i>Focus on widening participation in extra curricula activities. Supporting</i></p>	<p>An Unequal Playing Field report.pdf (publishing.service.gov.uk)</p>	

<p><i>disadvantaged students to participate.</i></p> <p><i>Remodelling of directed time to build in increased offer of extra curricula clubs from all teaching staff.</i></p>	<p>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.</p>	
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Total budgeted cost: £ [230,000]

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.

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.

Attendance

Attendance	22/23	21/22	18/19
Non PP	93.1%	94.1%	96.08%
PP	86.3%	88.03%	90.59%

Gap widened slightly in Attendance. This was mainly due to 5 PP students

who were school refusers and attended school for less than 10% of the year. Another 6 PP students with emotional health issues attended for between 10% and 40% of sessions. Of these 11 students 8 have now left the school for alternative provision or have left at the end of Year 11. Closer engagement by the Attendance Officer and PYL's means that rates of PA and absence are falling. At present only 3 students in the school have sub 50% attendance and 2 of those are school refusers, whose attendance this year has increased from 9% to 26% (November 22)

Gap in attendance widened slightly in 2022/23. The National Trend has been for attendance to fall for all students. Whitburn remains above national averages for both PP and non PP students. Significant impact of two school refusers in Year 7 and two in Year 9 (all PP) who had 0 attendance for the entire year. (November 2023). Initiatives such as the attendance league and attendance awards have had an impact on emphasising the importance of attendance. The bulk of the work remains with the Attendance Officer and pastoral team in engaging with hard to reach families.

Academic Outcomes

	22/23	21/22	18/19
Average A8 All	5.16	5.41	5.2
Average A8 PP	3.92	4.01	3.6
Average A8 Non PP	5.39	5.64	5.5
A8 Gap	-1.44	-1.63	-1.6
P8 All students	+0.18	+0.28	-0.18
P8 PP	-0.5	-0.38	-0.73
P8 Non PP	+0.26	+0.39	-0.04
P8 Gap	-0.76	-0.77	-0.69

Outcomes for all students improved with A8 and P8 all rising in 2021/22. The gap between PP and non PP attainment and progress widened slightly. This is a common finding in schools where progress is improving overall. This is mainly due to the largest improvements in outcomes coming from Separate Science entries which contained relatively fewer PP students. Still work to be done in closing this gap which will be a primary focus of the Key Stage Progress Leads. (Nov 22)

Outcomes for all students fell slightly as expected with the return to pre pandemic grade boundaries. However, PP students Attainment and Progress fell less than for non PP students and thus the gap between PP and non PP narrowed for the first time. 98% of PP students in Year 11 have been identified as needing (and are being given) additional subject support in at least one subject in 2022/23. Key drivers behind this are the continued academic support via study support, parental engagement sessions and improvements in quality first teaching across the curriculum, supported by CPD and whole school focus on reading / SEN. (Nov 23)

Reading

PP students are over represented in the cohort of those reading significantly below their chronological age in Years 7 (6/11) and 8 (9/21) in 2021/22. They are under represented in Year 9 (0/4). Intervention plans were rescoped during 21/22 to address these issues for reading below their chronological age as the previous interventions were having little impact between assessments. Students have targeted interventions before and after school, with a small cohort receiving additional reading interventions during curriculum lessons. Staff have been trained in employing literacy strategies in lessons as part of the 5-a-day strategy. Observation evidence shows this is routine practice.

November 2022 Star reading data was used to scope out immediate interventions for Year 7 students. Of the 12 students requiring targeted support 8 were PP. Intervention data shows that 2 students in the high needs group made one years progress in the 4 months from March to July 2023

October 2023 8 out of 205 (4%) Year 7 students are identified as needing high needs intervention. 1 is PP (12.5%). 3 other PP students are on watch and their reading monitored (37.5% of PP cohort compared to 12.5% of total cohort)

Participation

Closer engagement with parents and the shift back to face to face parents evenings has improved the % of PP parents / carers who are attending at parents evenings. For instance Year 9 evening 77% of PP students and parents / carers attended. Overall average was 88%.

The range of extra curricula activities offered by the school has increased dramatically this year. This has led to a significant rise in participation rates for both PP and non PP students. 47% of PP students attend at least one extra curricula activity per week on a regular basis as opposed to 9% in 2021/22 (Nov 22)

The programme of parents / carers evenings to support learning has been expanded this year to include all year groups. Attendance in the autumn term of 2023 has

Suspensions	22/23	21/22	18/19
Non PP	64%	58%	54%
PP	36%	42%	46%

exceeded that of previous years (Oct 2023). Attendance at Study Support has increased due to vigilance of the KS4 progress lead

Behaviour.

The proportion of suspensions made up by PP students has fallen steadily over the 3 year period, despite the number of PP students (as a % of total) still rising. PP students are still over represented in suspension data. Changes to Pastoral system and Pastoral Year Leads beginning to make an impact in the summer term of 2022. New On call system and return of students to lesson after call out is reducing the amount of lost learning for students who have breached behaviour expectations. Greater use of external services such as Early Help have contributed to better support for families and students. Summer Term Suspensions totalled 170 days (14 weeks) whilst Autumn Term suspensions totalled 254 days (14.5 weeks). **Nov 22**

Gap between PP and non PP students continues to fall but PP students still over represented in Suspension statistics. Summer Term suspension totalled 246 days (13 weeks) whilst Autumn term suspensions totalled 147.5 (15 weeks)
Introduction of Behaviour curriculum is making an impact on the expectations of student behaviour and the creation of positive social norms this is shown in the Behaviour Curriculum Survey **Nov 2023**

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
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:

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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