

# 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	Whitstone School
Number of pupils in school	560
Proportion (%) of pupil premium eligible pupils	19.3
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	15 <sup>th</sup> December 2021
Date on which it will be reviewed	At termly FTB meetings. Reviews to be completed with external quality assurance.
Statement authorised by	Guy Swallow
Pupil premium lead	Neil Elsegood
Governor / Trustee lead	Karen Ransted and Zoe Crarer

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,020
Recovery premium funding allocation this academic year	£13,360
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£106,380

# Part A: Pupil premium strategy plan

## Statement of intent

*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.*

*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.*

*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.*

*Our key principles are:*

- *Highly quality teaching,*
- *Targeted, intensive intervention*
- *Resilience building, mental health support and emotional wellbeing*
- *Equal access to curriculum, enrichment and all aspects of school life*

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
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	Levels of anxiety, confidence and wellbeing have fallen 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.

## 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.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 13 645

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 classes sizes in English and Maths class 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>Introduction of Teach First relationship into 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>Development of coaching culture across school</i>	Coaching will further develop the quality of teaching, which is crucial in supporting the progress of disadvantaged students.	1 and 2

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

Budgeted cost: £ 18 080

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<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>Appointment of Student Progress Champions - to monitor disadvantaged students.</i>	Mentoring and parental engagement has a moderate impact on student outcomes.	1,2,3
<i>Creation of Maths and English Intervention Leads.</i>	Small group tuition has a moderate impact on student outcomes.	1

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

Budgeted cost: £ 61024

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Appointment of a Wellbeing Practitioner.</i>	Social and emotional learning has a moderate impact on student outcomes.	3
<i>Provide uniform and equipment where required.</i>	Students likely to feel more engagement with school through an improvement in self-esteem.	3 and 5
<i>Increase hours of Careers advice in school.</i>	Reduction in risk of students being NEETs after secondary school.	4
<i>Free music lessons.</i>	Participation in Arts opportunities has a moderate impact on student outcomes and life opportunities.	4
<i>Subsidised school trips.</i>	Participation in Arts opportunities has a moderate impact on student outcomes and life opportunities.	4

**Total budgeted cost: £ 92749**

## 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.

*Teaching Priority 1: All classrooms now have Class Learning Profiles, and all staff had an Appraisal target linked into SEN student outcomes.*

*Teaching Priority 2: Whole school coaching, Whitstone Excellent lesson model and regular coach drop ins are now embedded across the school.*

*Wider Strategies: School has developed a consistent Behaviour Improvement Plan model.*

*All GCSE target grades are now aspirational with a minimum expectation of a P8 school target of 0.3.*

### 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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