

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. For the purpose of this document, we will refer to students eligible for PP funding as Disadvantaged pupils.

School overview

| Detail | Data |
|---|-------------------------------------|
| School name | Weston Secondary School |
| Number of pupils in school | 745 |
| Proportion (%) of pupil premium eligible pupils | 50.8% |
| Academic year/years that our current pupil premium strategy plan covers | 2022-2023 (interim review Jan 2023) |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | Mrs L Paston Headteacher |
| Pupil premium lead | Ms V Keyse Deputy Headteacher |
| Governor / Trustee lead | Mr R Farmer CEO HET |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £252,778 |
| Recovery premium funding allocation this academic year | £42,848 |
| 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 | £295,626 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good or better progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The principles we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will improve alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene and support at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <p>Our attendance data from 21/22 indicates that whole school attendance currently stands at 88.6% (4.8% authorised absence and 6.6% unauthorised). 34.5% of pupils are classed as Persistently Absent (PA). 43.5% of PP pupils are classed as persistently absent.</p> <p>Attendance among disadvantaged pupils in 21/22 was 86.3%, 2.3% lower than non-disadvantaged pupils.</p> <p>The school has a significant number of section 23 pupils admitted to the school with its resultant issues including leading to an extensive catchment area with pupils travelling to school from great distances. This impacts on attendance and punctuality.</p> |
| 2 | <p>Assessments on entry to year 7 (retrospective KS2 data from CATS) last year indicated that 34 % of our disadvantaged pupils arrive below age-related expectations in reading, compared to 40% of their peers. 43% of students arrived below age related expectations in mathematics compared to 45% of their peers. Subsequent internal and external (where available) assessments show that this gap widens leading to below national average GCSE results.</p> <p>NGRT reading tests for the 22/23 cohort shows 58.9% of disadvantaged pupils enter Year 7 with a reading age below their actual age, 48% of pupils did not achieve the standard (NS) for KS2 Reading, 53% NS in Maths and 42% NS combined at the end of KS2, thus not secondary ready.</p> |
| 3 | <p>Learning behaviours are not sufficiently developed to enable independence and resilience.</p> |
| 4 | <p>Data indicates that 34% of disadvantaged pupils speak English as an additional Language.</p> |
| 5 | <p>Our observations suggest many lower attaining disadvantaged pupils have limited self-belief, confidence in their ability and limited personal aspirations. For many pupils they have a greater amount of social and emotional needs.</p> |
| 6 | <p>The school is in an area of high deprivation (decile 1 – 10% most need – IDACI). Pupils have limited access to the wider experience, such as extra-curricular clubs and experiences that build cultural capital.</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 |
|--|--|
| Ensure improved attendance for all. Disadvantaged pupils to attend in line with peers. Lateness to be reduced. | <ul style="list-style-type: none"> • School attendance to improve for all groups when compared with 21/22 attendance data. • Reduction in the gap for attendance between 21/22 Disadvantaged pupils and other pupils nationally • Increased parental engagement and contact. |
| Progress and attainment for Disadvantaged pupils improves, specifically in Maths and Science. | <ul style="list-style-type: none"> • Accelerated progress (over time) in GCSE results. • Closing of the gap between Disadvantaged and Non-disadvantaged • External support reviews/reports demonstrate improvement of QFT and curriculum. • Improvement in end of year outcomes for KS3 pupils |
| Reading ages across the school are improved rapidly, thereby raising the attainment and progress of pupils. | <ul style="list-style-type: none"> • Improvement in pupils' Reading ages – KS3&4. A ratio gain of 2 (double ratio gains) or more is considered 'good impact' (Brooks, 2004) |
| Quality first teaching and learning, embeds a culture of high engagement and improved outcomes. | <ul style="list-style-type: none"> • Lesson drop-ins demonstrate pupils' positive engagement with their learning and embedded learning behaviours |
| EAL pupils achieve inline or above peers. | <ul style="list-style-type: none"> • In year data shows that students who speak English as an additional language achieve as well as or better than their peers |

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: £143,178

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Introduction of a QA programme of formal monitoring and development</p> <p>Including:</p> <ul style="list-style-type: none"> • Developmental Drop Ins • External reviews • Bespoke CPD <p>Implementation and impact of the Marking and Feedback policy</p> <ul style="list-style-type: none"> • Working parties focusing on Rosenshine's principles of learning | <p>EEF Effective Professional development document</p> <p>Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches</p> <p>EEF: providing feedback is a well-evidence strategy and has a high impact on learning outcomes.</p> <p>High impact - low cost +6 months based on extensive evidence</p> | <p>2,3, 4, 5</p> |
| <p>Recruitment, training, and retention of high-quality teaching staff.</p> <p>Recruitment and training of Maths teachers.</p> <p>Appointment of SLs and potentially Lead teacher Maths</p> <p>Recruitment and training of Cover</p> | <p>EEF High Quality Teaching document</p> <p>Continue to build teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment supported by high-quality curriculum materials</p> <p>Investment in the use of standardised assessments e.g. NGRT reading tests</p> <p>Access to high quality CPD using Teach First and fully funded NPQ programmes</p> | <p>2, 3, 4, 5</p> |

We work hard, we are kind and we take responsibility for our own actions.

| | | |
|---|---|-------|
| Supervisors and Cover Manager. | Motivate teachers to enter the profession by ensuring that careers in teaching are attractive, sustainable and rewarding. Managing workload and supporting the delivery of effective professional development are key to retaining great teachers. Investing in additional recruitment strategies, or boosting retention via high quality professional development, may be practical approaches selected by school leaders. | |
| Purchase of standardised reading tests and subscriptions to FFT and SISRA to track, monitor and identify pupils' attainment and progress. | Standardised tests provide reliable insights to support staff in identifying pupils' individual strengths and weaknesses so that bespoke, accurate and timely teacher interventions /support is implemented to aid pupils' progress and improved outcomes. | 2, 5 |
| Recruitment and training of high-quality TAs | EEF Research. Making best use of teaching assistants. | 2.3.5 |

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

Budgeted cost: £99,218

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| 1:1 and small group interventions specifically in Maths and Science i.e. appointment of external tutors to provide Y11 intervention beyond timetabled lesson time. KS3 Maths intervention for 20 targeted pupils in each of years 7, 8 and 9. (£5.5k – 60% funded) | EEF Targeted Academic Support: Intensive individual support, either one to one or as a small group used to support pupil learning in addition to and explicitly linked with normal lessons. Deliberate and considered implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and they and leaders are continuously monitoring impact Moderate impact for low cost | 2 |

| | | |
|--|---|----------------|
| <p>from NTP) + internal staff to supervise.</p> | | |
| <p>Literacy programme introduced (KS3)-Lexia.</p> <p>Monitoring of the Lexia programme to ensure fidelity.</p> | <p>In order to accelerate the progress of students who are not at standard in reading on entry, targeted academic support to assist language development, literacy, or numeracy will be given to students in KS3 using Lexia implemented through English lessons to ensure that the resulting Interventions are carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. This strategy is led by the newly appointed Head of Literacy.</p> <p>Reading comprehension strategies:</p> <p>"There are some indications that approaches involving digital technology can be successful in improving reading comprehension (although there are relatively few studies in this area), particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills."</p> <p>EEF: "Research has identified remedial and tutorial use of technology as being particularly practical for lower attaining pupils, those with special educational needs or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers. Technology can be particularly useful in personalising learning to match pupils' individual abilities and needs given the potential for such programmes to adapt and focus on the child's learning needs."</p> | <p>2</p> |
| <p>Subscription to Portsmouth EMTAS</p> <p>The appointment of 2 x EAL support assistants to deploy and deliver the EAL Support Programme This includes: screening,</p> | <p>EEF: Oral language interventions very high impact for very low cost based on extensive evidence</p> | <p>2, 4, 5</p> |

| | | |
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| immersion and intervention. | | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £53,230

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p><u>Attendance & Welfare Foci</u></p> <p>Greater staffing capacity to support attendance (monitoring, analysis, and tracking)</p> <p>Designated Tutor time allocation for attendance follow-up</p> <p>Attendance intervention support</p> <p>Implementation of the HET Graduated Response to attendance</p> <p>More frequent home visits</p> <p>Community Engagement role to build relationships with parents and carers.</p> <p>Free Breakfast club</p> | <p>EEF – Read Evidence Review and see if the recommendations are going to be used for the school.</p> <p>The EEF Evidence review for attendance interventions concludes that positive impacts were found for both parental communication approaches and targeted parental engagement interventions. The impact was larger for targeted approaches. Responsive intervention in which a member of staff or team use multiple interventions and target approaches specifically to the needs of individual pupils was also found to be effective.</p> <p>EEF Parental engagement: Moderate impact for very low cost</p> <p>Evidence strength: 4 (4+ months impact)</p> <p>EEF: There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance</p> | <p>1, 5</p> |

| | | |
|--|--|--------------|
| <p><u>Behaviour Foci</u></p> <p>Implement a wide range of extra-curricular activities for all. Inc. expansion of D of E and Saints programme.</p> <p>Develop offer for student leadership.</p> <p>Review and re-establish a rewards system in the school including 'Golden Days'.</p> <p>Developing GRTLE across the school.</p> <p>Trauma-Informed Training for staff.</p> | <p>Help to develop soft skills, social confidence and extends social networks. Pupils' engagement in extra-curricular activities supports their mental and physical health and wellbeing. For disadvantaged pupils, extra-curricular activities provide equality of opportunity where otherwise access would be limited.</p> <p>Student leadership roles give pupils a sense of identity, responsibility, motivation, and well-being increasing their sense of engagement, and developing positive responses to school and to learning. Giving students a voice enables them to make a valuable contribution to the school and its community.</p> <p>Recognising and valuing pupils' successes i.e. small steps of progress, improved attitudes and behaviours and their contribution to the school and its community creates a sense of pride and increases motivation.</p> <p>High quality and inclusive practice, coupled with the 'plan, do,' process - implicit within GRTLE – supports the progress of all students, those who are disadvantaged, or present with SEND.</p> <p>Staff show more confidence in the use of de-escalation strategies to manage challenging behaviours. There is a move away from controlling poor behaviour to encouraging a better understanding of what pupils are trying to communicate through their poor behaviours – especially relevant to children who lack higher communication skills.</p> <p>Better-supported pupils show improved self-regulation leading to a de-escalation of behavioural incidents.</p> | <p>3,5,6</p> |
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Total budgeted cost: £295,626

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.

Small groups maths intervention for Year 11 and Year 10 targeted students delivered by specialist maths tutor one hour per week per group:

11% students achieved a positive progress score with three more close to 0.

11% students achieved the internally agreed maths target with a further 11% considered partially meeting their target

2021 Outcomes:

Despite the government's lap top scheme, blended learning initiatives and regular contact from the school, our disadvantaged pupils were not able to benefit from our usual face to face interventions and, similar to the national picture, underperformed in most subject areas. During periods of home-learning the engagement of disadvantaged pupils with on-line lessons in English was significantly higher than for other subject areas. Attendance at after-school interventions, master classes and breakfast revision followed a similar pattern.

1. FSM Ever 6

- 64% of this cohort (47 students) are FSM Ever 6. The 2018/19 cohort (when students last sat externally assessed exams) had 39%. Both cohorts were of similar size.

| Cohort | 2021/22 | |
|------------------------|---------------|---------------|
| | Non PP | PP |
| No. of students | 28 (of 75) | 47 (of 75) |
| Attainment 8 | 45.46 | 29.21 |
| Progress 8 | +0.11 | -0.58 |
| Eng/Maths 5+ | 39% | 13% |
| Eng/Maths 4+ | 61% | 21% |
| English 5+ | 68% | 34% |
| English 4+ | 86% | 49% |
| Maths 5+ | 39% | 13% |
| Maths 4+ | 61% | 21% |
| %5+ 4-9 inc E/M | 61% | 19% |
| %1+ 1-9 | 96% | 96% |

No Progress data available for 2019/20 and 2020/21 due to covid. Progress data for this year currently based on collaboration data for 2021.

