Pupil Premium Statement Strategy
3-year strategic plan – 2023 - 2026

This statement details our school's use of pupil premium 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	Weston Secondary School
Number of pupils in school	802
Proportion (%) of pupil premium eligible pupils	49.37%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Mrs L Paston Headteacher
Pupil premium lead	Mrs K Moss Director of Inclusion
Governor / Trustee lead	Mr R Farmer CEO HET

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£362,471
Recovery premium funding allocation this academic year	£107,961
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£470,432

Edwin Jones
PARTNERSHIP

Weston
Secondary School

HAMWIC
EDUCATION
TRUST

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil Premium strategy plan

Statement of Intent

At Weston Secondary School (WSS), we celebrate the diversity of our students, and our aim is for all students, irrespective of their background or the challenges they face, to make good progress and achieve their potential. The focus of our strategy is to support all disadvantaged students to achieve in line with their peers and aligns with our school improvement plan.

Our ethos is to be 'ready, respectful, safe' and this is the driver for everything we do.

Quality first teaching is at the heart of our approach, ensuring both the curriculum and assessments are responsive to the varying needs of disadvantaged students. By teaching the curriculum to a high standard and delivering education with character, we support disadvantaged students to develop their academic currency and cultural capital, enabling them to become lifelong learners and productive young adults. We use research-informed strategies such as, the EEF recommendations and Rosenshine Principles.

In addition, a tiered approach (as recommended by EEF, September 2023) is used to offer targeted support and embed wider strategies.

Our whole school approach will continue to be responsive to common challenges, such as barriers to regular attendance and literacy deficits.

Outlined in the rationale below are details of how we will identify barriers to success and ensure research-informed solutions are embedded to enhance the success of disadvantaged students.

Challenges

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

Challenge number	Detail of challenge
1	**Attendance**

	Attendance data for the academic year 22/23 (all) was 85.5% (4.2% authorised absence and 10.3% unauthorised) in comparison to national data at 90.7%. 42.6% of all students were classed as Persistently Absent (PA) in comparison to national data for all PA at 22.3%. Overall attendance for Pupil Premium students for the academic year 22/23 was 82.2% in comparison to national data at 88.6%.	
2	**Teaching and Learning** Inconsistent quality of teaching and learning due to inconsistent outcomes for disadvantaged pupils. Recruitment and retention of high-quality staff.	
3	**Expectations** Suspension data indicates learning behaviours are not sufficiently developed to enable independence and resilience.	
4	**Mental Health and Wellbeing** Attendance data demonstrates the impact of socio-economic disadvantage having a negative impact on some student's mental health and well-being, that may have a detrimental effect on their attitudes towards school. For many students they have a greater amount of social and emotional needs.	
5	**Literacy** Through the use of baseline assessment via the NGRT (New Group Reading Test) we identified a significant number of disadvantaged students in year 7 - 9 have a below age related expectations in terms of reading ability.	

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
Disadvantaged students to attend regularly. Targeted students increase their % of attendance and PA amongst PP students drops.	- Improved attendance across the school with a target of 86% and a challenge target of 87% for the academic year 23/24 - Increase in attendance of disadvantaged students in line with whole school

	- Attendance in line or above the Southampton secondary average by 24/25 - PA amongst disadvantaged students drops in line or above Southampton secondary average by 24/25
Quality first teaching and learning embeds a culture of high engagement and improved outcomes.	- Good teaching allows disadvantaged students to make progress in line with peers - All departments have a well-planned and sequenced curriculum that meets the needs of all learners particularly disadvantaged through inclusive teaching
Improved outcomes for disadvantaged pupils across the curriculum at the end of KS4, with a focus on core subject.	- Improved outcomes with a target of 47% grade 4 and above for the academic year 23/24 - Improved attainment 8 score from 31.28 with a target of 35.00 for the academic year 23/24 - Improved Progress 8 target from -0.3 to -0.1 for the academic year 23/24 - Improved Progress 8 outcomes in line of above Southampton secondary average
To increase students' high expectations of themselves and increase curiosity and motivation around their own learning and the opportunities this presents post 16.	- Reduction in % of disadvantaged students receiving suspensions due to disengagement with school - Reduction in % of disadvantaged students receiving negative behaviour points and referrals
To increase students' accessibility to Mental Health and Wellbeing support in school through the Mental Health Lead, Student Welfare and external referrals	- Improved support for students with rapid intervention and referral processes as required - Increase in attendance for students struggling with Mental Health and Wellbeing
To increase students' reading age to be in line with non-disadvantaged students	- Improved identification of need through the graduated response to literacy - Development of literacy waves to include targeted phonics

| | - The development of a new Library to promote reading and reading for pleasure
- |

Activity in this academic year

This details how we intend to spend out pupil premium funding this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £159,947

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD • Whole school CPD programme based around Rosenshine Principles which are in line with the T&L toolkit for supporting disadvantaged students • Key staff to lead on targeted CPD to drive sustained improvements in teaching and learning • Departmental CPD to develop and improve curriculum and cross curricular links • CPD release time for staff to visit other educational settings to inform effective research-informed strategies to support disadvantaged student progress and attainment • Monitoring and review cycle of CPD to measure impact and progress with a focus on disadvantaged students	All delivered CPD is based around the Rosenshine Principles. The Complete Guide to Rosenshine's Principles of Instruction Teaching and Learning Toolkit EEF Effective Professional Development EEF	1,2,3,4
Retrieval Practice and Meta-Cognition • Whole school focus on retrieval practice and meta-cognition	Metacognitive strategies taught with subject specific context that reduces cognitive overload.	1,2,3,4,6

including meta-memory through knowledge recall starters • Consistent approach to teaching 'I do, we do, you do' cycle to support students self-regulated learning and independence	The Complete Guide to Rosenshine's Principles of Instruction Metacognition and Self-regulated Learning EEF	
Recruitment and Retention • Increased staffing in core subjects to include second in departments and numeracy lead to increase early identification of needs to support disadvantaged students • Personalised two-day induction package with starter kit for all new staff including teaching and support staff • The appointment of a T&L Lead on the Senior Leadership Team • The appointment of Directors of Expectations, Inclusion, Careers and Communications	Teacher quality, recruitment and retention EEF Effective Professional Development EEF Putting Evidence to Work - A School's Guide to Implementation EEF	1,2,3
Leadership and Management of PP • The strategic implementation of the Pupil Premium Strategy to have full oversight of all activities and targets through stakeholders	Pupil Premium 2023 EEF	1,2,3,4,5

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

Budgeted cost: £84,678

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring Programme • To analyse data to establish individual and group interventions to address gaps in	National Tutoring Programme: NTP | EEF	1,2,5

Activity	Evidence that supports this approach	Challenge number(s) addressed
learning to ensure accelerated progress from starting points • Through RAP meetings with HoY, identify areas of need for disadvantaged students and target provision accordingly • Develop a provision of high-quality catch-up interventions with a focus on Literacy and Maths		
Tutor Revision Sessions • Targeted intervention in core subjects for year 11 disadvantaged students to support activating prior knowledge and leading to independent practice	Metacognition and Self-regulated Learning EEF	1,2,3

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

Budgeted cost: £225,807

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance • The successful implementation of the Attendance Graduated Response • Through the graduated response an increase of parental engagement • Designated tutor time allocated to support students in understanding the impact of school attendance • A clear monitoring cycle of tutor time and attendance discussions with tutees	Attendance interventions rapid evidence assessment EEF Working with Parents to Support Children's Learning EEF	1

• Attendance clinics to support parents in understanding the impact of attendance on their child's education		
Raising Expectations • The appointment of Key Stage Mentors to promote high expectations of all students to enable an ethos in which 'every child can' • A secondment of a Deputy Headteacher with expertise in Behaviour and Expectations	[Improving Behaviour in Schools EEF](#)	3, 4
Modified Pathways • The development of three modified pathways to support SEMH, Pre-Key Stage and SEND respite • The appointment of a Deputy SENCo to support the Director of Inclusion with the oversight of modified pathways	[Understanding the use of internal alternative provision EEF](#) [Special Educational Needs in Mainstream Schools EEF](#)	1,3,4
Rewards and House System • Establish a reward system around our ethos, 'Ready, Respectful, Safe' linking to 'Golden days' • Develop a house system to support students in developing an understanding to their contribution to the school and its community and therefore creates a sense of pride and increases motivation	[Using rewards: encouraging good behaviour - DfE](#)	1,2,3,4
Mental Health and Wellbeing • The Mental Wellbeing Lead has 50% increased capacity to oversee and run mental health	[Social and emotional learning EEF](#)	1,3,4

and wellbeing group and 1:1 sessions
- Half termly review meetings with external agencies linked to the graduated response for Mental Health
- Counselling CPD – one LSA is currently completing training for a Postgraduate in Counselling to increase support for disadvantaged students

Total budgeted cost: £470,432

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that out pupil premium activity had on pupils in the 2022 to 2023 academic year.

1. Ensure improved attendance for all. Disadvantaged pupils to attend in line with peers. Lateness to be reduced.
Lateness has decreased by 27% from the academic year 2022/23 and there has been a 1.6% reduction in causes of absences. Disadvantaged pupils' attendance was 82% for the academic year 2022/23 in comparison to overall at 85.4%.
2. Progress and attainment for disadvantaged pupils improves, specifically in Maths and Science.
Outcomes for disadvantaged students in Maths improved in comparison to 2021/22 data. 2021-22: APS for PP students was 2.45 and P8 for maths -0.76 2022-23: APS for PP students was 2.66 and P8 for maths -0.60 For science PP students achieved as follows: 2021-22: APS for PP students was 2.86 (P8 is not calculated for science on its own however SPI was -0.42) 2022-23: APS for PP students was 2.91 (P8 is not calculated for science on its own however SPI was -0.56)

3. Reading ages across the school are improved rapidly, thereby raising the attainment and progress of pupils.
Some reading ages for disadvantaged pupils increased in line with disadvantaged peers, however attendance had a impact on progress.
4. Quality first teaching and learning, embeds a culture of high engagement and improved outcomes.
Feedback from the Hamwic review in June 2023 states: - Teachers show care, commitment and hard work towards both their subject, the school and the students. - Secure subject knowledge by subject specialists in the majority of subjects. - In most subjects' leaders (HODs) are passionate and ambitious of their subject.
5. EAL pupils achieve inline or above with peers.
EAL students were predominately above peers with an APS of 4.59 in comparison to 3.12 for non-EAL students.