

Pupil Premium Strategy and Review

1. Summary information for the current academic year

School	The Whitstable School				
Academic Year	2020/21	Total PP budget	£205,325	Date of most recent PP Review	Sept 2020
Total number of pupils	959	Number of pupils eligible for PP	250	Date for next internal review of this strategy	Sept 2021

2. Current attainment

	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.071 (CAG)	0.663 (CAG)
Attainment 8 score average	40.27 (CAG)	47.37 (CAG)

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers (issues to be addressed in school, such as poor literacy skills)

A.	Identified DA Students (below age related expectations) need additional adult support to help to enable them to fully achieve their potential both during the school day and after school with managing homework
B.	Identified pupils need individual tuition and/or teaching in small groups to enable them to achieve.
C.	Some pupils do not have access to specific resources (including study space - revision hub) to support success.

D.	Identified DA pupils have low levels of literacy and numeracy which impedes their learning and their confidence.
E.	All pupils need the highest quality of teaching in every classroom - Quality First Teaching.
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
F.	Some pupils face significant challenges in their lives and have social, emotional and mental health needs that prevent them from learning.
G.	Some struggle to attend regularly and of these some are persistently absent.
H.	Some pupils struggle to manage their behaviour.
I.	Some pupils need extensive pastoral support for a variety of reasons.
J.	Some pupils struggle with the increased complexity of organization with a secondary environment and increased demands for independent work.
K.	Some pupils have little aspiration for the future and are in need of additional adult support and additional careers guidance so that they do not limit their own potential.
L.	Some pupils lack access to the internet and the use of computers to support their studies
M.	Some pupils need to experience a wealth of enrichment experiences in-order to widen their horizons and unlock future opportunities.
N.	Some families require support with both school uniform and transport.
O.	Some pupils do not have access to a healthy diet which impacts on their general well-being. Some do not participate regularly in sports and need proactive, individual support in order to overcome barriers.

4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	To ensure PP pupils in Year 11 make at least expected progress	Further close the gap between PP pupils and All in L4+/L5 basics, English and Maths and Progress 8 for PP pupils to be 0 or greater.
B.	To ensure PP pupils make at least expected progress during the academic year.	In year data shows that progress for PP pupils to be 0 or greater.

C.	To ensure that the attendance of PP pupils to be in line or greater than non PP pupils	Cumulative attendance of PP pupils to be greater than or equal to the attendance of non PP pupils.
D.	To provide the same opportunities and experiences for PP pupils as that of their peers	A greater proportion of PP pupils to be accessing the opportunities and experiences than the proportion of non PP pupils.
E.	To ensure that the attitude and aspirations for PP pupils matches or exceeds their peers	Average attitude to learning scores to be greater than or equal to the attitude to learning scores of non PP pupils.
F.	To provide all PP pupils with support for their wellbeing after the period of school closure	PP pupils have a positive school experience and are supported with their wellbeing

5.Planned expenditure

Academic year	2020/21
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure that PP pupils all benefit from quality first teaching. The List 22 strategy.. 1. All staff are aware of PP pupils and use seating plans to support planning and teaching. 2. All staff model language and writing for all pupils but target PP pupils especially carefully. 3. All staff prioritise the marking of PP pupils' books or folders. 4. All staff use questioning techniques that support PP pupils to engage and learn more effectively in lessons, as well as check DA make good progress		Research conducted by the Education Endowment Foundation etc state all pupils need the highest quality of teaching in every classroom - Quality First Teaching	Teaching and Learning Walks with SLT to monitor and share good practice. Regular reports at Challenge Committee meetings will QA the SLT monitoring	AGI SSC	Nov 2020 March 2021 June 2021

in lessons. 5. Staff also plan careful verbal feedback to PP pupils so that these pupils are very clear about what they need to do next.					
Revised assessment tracking to allow subject leaders/progress leaders to quickly identify underperforming pupils	Implement early intervention if needed.	Historically, pupils were identified in the later stages of their school career.	Regular AIM meetings with SLT will monitor the progress of these interventions. Regular reports at Challenge Committee meetings will QA the SLT monitoring	COT	Nov 2020 March 2021 June 202
AIM meetings to monitor strategies and interventions. Subject leaders are able to share best practice	Implement early interventions with strategies that work			COT	Nov 2020 March 2021 June 202
All department improvement plans have a specific focus on raising the achievement of PP pupils.	Triangulation across the department indicates common understanding of the intent, and consistency of implementation leading to quality first teaching.	As DA is still an area of weakness (progress of PP pupils is not yet inline with non DA).	Deep Dive Feedback AIM Meetings Challenge Committee	COT	Nov 2020 March 2021 June 202
All departments have a deep dive review process evaluate effectiveness of the curriculum intent and implementation - with specific focus on PP pupils.				SSC	Dec 2020 Apr 2021 July 2021
Employment of additional mathematics and English teachers to allow for smaller group sizes.	Progress of all pupils to improve, with a smaller teacher-pupil ratio to allow for greater in class interventions.	Some pupils need individual tuition and/or teaching in small groups to enable them to achieve.	Triangulation indicates that the smaller group size resulted in improved progress.	AGI COT	July 2021
5 Non-negotiables literacy strategies embedded into classroom practice. Additional reading support through Lexia and buddy reading for those whose current reading age is below their chronological reading age.	90% of PP pupils reach SPAG proficiency by July 2020. 100% of PP pupils to have a current reading age inline with their chronological reading age,	Some pupils have low levels of literacy which impedes their learning and their confidence.	Reading assessments to monitor progress shared at Challenge Committee	ERI	Jan 2021 July 2021
Provide revision resources and study room for pupils to have access to the resources they need to be successful.	Pupils have access to the resources needed.	Some pupils do not have access to specific resources (including study space), revision guides, revision cards, stationary, calculator, internet to support success.	Pupils have access to the resources needed	MCL	Nov 2020 March 2021 June 2021

Progress leaders all have a responsibility for PP Students for each year group.	To ensure a continued focus on the PP pupils through work to raise staff awareness and tracking of pupil outcomes which will result in improved attainment.	Historically, pupils were identified in the later stages of their school career.	Progress 8 and in year progress for PP pupils to be 0 or greater.	COT	Nov 2020 March 2021 June 2021
Revised attitude to learning system to allow subject leaders/progress leaders to quickly identify underperforming pupils.	Early intervention if needed is implemented earlier.	Grouping of pupils based on their attitude and achievement allows earlier interventions - particularly in the case of aspirations	Regular AIM meetings with SLT will monitor the progress of these interventions. Regular reports at Challenge Committee meetings will QA the SLT monitoring	MCL KHI KGE JCO HAM	Nov 2020 March 2021 June 2021
All staff to be trained and certified at a minimum of Level 1 Google Educator	Staff can effectively use Google classroom to support students working from home during COVID-19	Some students will spend periods of time working and studying from home due to isolation linked to COVID-19	CPD opportunities to complete the Google training	SSC	June 2021
Total budgeted cost					£138,000

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Achieve 96% attendance by clear rewards programme and with early interventions, mentor phone calls, return to school interviews, home visits and working with outside agencies.	Attendance remains above the national average (95.1%) with a target of 96% for all PP pupils	To improve attendance for PP pupils	Attendance to be reviewed through trust behavior meetings, reviews, census and challenge committee	DCH	Nov 2020 March 2021 June 2021
Continue to reduce PA attendance pupils with early interventions, mentor phone calls, return to school interviews,	PA attendance is reduced inline with non PP pupils.	To improve attendance for PP pupils	Attendance to be reviewed through trust behavior meetings, reviews, census and challenge committee	DCH	Nov 2020 March 2021 June 2021

home visits and working with outside agencies.					
Ensure that pupils have access to uniform and food as identified.	Attendance and attitude to learning results improve	Some pupils require support with both school uniform and transport and access to a healthy diet.	Tracking of attendance shows an increase of PP pupils attendance.	MUR	Nov 2020 March 2021 June 2021
Ensure that pupils have the equipment they need able to complete lessons and complete virtual learning due to Covid 19 and homework with the resources they need.	Attendance and attitude to learning results improve	Some pupils do not have access to specific resources to support success. Laptops and internet access will be supplied to those that need it.	Tracking of homework and equipment, shows increase in homework completion and reduction in pupils without equipment.	SSC DCH	Nov 2020 March 2020 June 2020
Pastoral support managers to be deployed appropriately to support pupils so that they can fully engage with lessons.	Some pupils struggle to manage their behaviour. Some pupils also need extensive pastoral support for a variety of reasons.		Behaviour support calls to reduce inline with non PP pupils	DCH	Nov 2020 March 2020 June 2020
Total budgeted cost					£36,000

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A SLT member to specifically focus on personal development.	All pupils follow a structured programme to develop them as people	Students' wellbeing will need to be observed and watched carefully. Personal development is important with school closure and the hardships that some students have faced.	Track lessons will be timetabled each week to allow time to focus on students wellbeing and personal development. Mentor time schedule will also include SMSC resources to further develop students.	CLS AGI	July 2021
To improve personal development of all pupils through an effective Values curriculum, pastoral mentoring time and SMSC opportunity within lessons	Redeveloped curriculum Triangulation across delivery demonstrates new SOWs are being delivered effectively	Some pupils need to experience a wealth of enrichment experiences in-order to widen their horizons and unlock future opportunities	Audit of current provision Deep dive reviews to show improvement against the initial audit.	CLS	Nov 2020 March 2020 June 2020

To record and monitor pupil participation in and experience of extra curricular. Continue the cultural capital building through a co-ordinated 'Audience With' series targeting PP pupils as a priority	PP pupils access the same opportunities and experiences as non PP pupils.			CLS	Nov 2020 March 2020 June 2020
All staff have a mentor group, reducing the size of a mentor group to 15 pupils SLT all have a Yr 11 mentor group to allow for specific targeting.	All pupils have a specific person that is there to provide mentoring	Some pupils need additional adult support to help to enable them to fully achieve their potential	Review in SLT meetings. pupil voice	CLS MCL	Nov 2020 March 2021 June 2021
TRACK lessons are timetabled weekly to support student wellbeing	All pupils follow a structured programme to develop them and ensure they follow TRACK values.	Some pupils need additional time with their mentor as their main point of contact to help alleviate stress and worries	Learning walks and regular feedback of Track lessons will take place.	CLS	Nov 2020 March 2021 June 2021
Total budgeted cost					£29,000

6. Review of previous expenditure

Previous Academic Year

2019/20

i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)
To ensure that PP pupils all benefit from quality first teaching	List 22 used by all staff.	Learning walks and observations showed the use of list 22, questioning techniques and seating plans being on edulink with PP students accessible.	This approach will be continued and developed over the coming academic year. Staff will continue to prioritise PP students through questioning techniques and List 22 strategies.

	<p>PP pupils are sat in accessible seats in seating plans. All staff prioritise the marking of PP pupils books. Careful verbal feedback to PP students.</p>	<p><i>Due to School closures we are unable to measure the impact to PP students due to a lack of data</i></p> <p><i>CAG show PP students P8 score of -0.11 compared to -0.29 P8 score from 18/19 results</i></p>	<p>CAG show that P8 of PP students has increased over the course of the last year.</p>
<p>Revised assessment and tracking to allow subject leaders / progress leaders to quickly identify underperforming pupils</p>	<p>Implement early intervention is needed</p>	<p>The revised assessment and tracking system has allowed subject leaders / progress leaders to regularly track progress of students through frequent end of topic assessments with percentage scores that can easily be compared across the year group. PP students can be easily identified and compared to other students. Parents are sent home updates to keep them informed of pupils' progress.</p>	<p>This revised system will be continued in the next academic year. This has been improved further by notifying parents of the 'key tasks' so that parents are aware of when the topic assessments are due to take place and what they will be based on.</p>
<p>AIM Meetings to monitor strategies and interventions. Subject leaders are able to share best practice</p>	<p>Implement early interventions with strategies that work</p>	<p><i>Due to School closures we are unable to measure the impact to PP students due to a lack of data</i></p>	

<p>All department improvement plans have a specific focus on PP. Department deep dive review process will evaluate effectiveness of the curriculum intent and implementation with a specific focus on PP pupils.</p>	<p>Triangulation across the department indicates common understanding of the intent and consistency of implementation leading to quality first teaching.</p>	<p><i>Due to School closures we are unable to measure the impact to PP students due to a lack of data</i></p>	
<p>Employment of additional Mathematics and English teachers to allow for smaller group sizes</p>	<p>Progress of all pupils to improve, with a smaller teacher-pupil ratio to allow for greater in class interventions.</p>	<p><i>Due to School closures we are unable to measure the impact to PP students due to a lack of data</i></p>	<p>Further recruitment has meant that class sizes reduced and further interventions can take place. This action will continue with extra staff recruitment in the 2020/21 academic year</p>
<p>5 Non-negotiables literacy strategies embedded into classroom practice. Additional reading support for those whose current reading age is below their chronological reading age.</p>	<p>90% of PP pupils reach SPAG proficiency by July 2020. 100% of PP pupils to have a current reading age inline with their</p>	<p><i>Due to School closures we are unable to measure the impact to PP students due to a lack of data</i></p>	

	chronological reading age		
Provide revision resources and study room for pupils to have access to the resources they need to be successful.	Pupils have access to the resources needed	Revision hub was well attended by students in year 11. Where the revision resources they needed were supplied. PP students also had revision resources given to them directly to use at home.	The revision hub was very successful and will be continued this year. A revision hub for year 10 is also being set up this year to encourage revision earlier.
Revised attitude to learning system to allow subject leaders/progress leaders to quickly identify underperforming pupils	Early intervention if needed is implemented earlier.	<i>Attitude to learning for identified students improved after first review. Full review did not take place due to School closures.</i>	Improved tracking means that this year it is not just attitude to learning but also key tasks for each subject, which parents and carers are made aware of in advance.
Total cost			£143,500
ii. Targeted support			
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)
Achieve 96% attendance and continue to reduce PA attendance, by clear rewards programme and with early interventions,	Attendance remains above the national average (95.1%) with a	Attendance was skewed by isolating students in March. Staff were designated specific students to be a main contact and had ongoing	

mentor phone calls, return to school interviews, home visits and working with outside agencies.	target of 96% for all PP pupils	check up conversations with both parents and the students themselves to ensure that any needs were met.	
Ensure that pupils have access to uniform and food as identified. Students will also have all equipment they need to be able to complete lessons and homework	Attendance and attitude to learning results improve.	Full attendance and attitude to learning results are unavailable. Before lockdown, students were supplied with equipment, uniform and food as needed. During lockdown, food and equipment continued to be provided as required. Regular contact (including home visits) was used to establish what the needs were.	
Pastoral support managers to be deployed appropriately to support pupils so that they can fully engage with lessons.	Some students struggle to manage their behaviour. Some pupils also need extensive pastoral support for a variety of reasons	Before lockdown, students were supported by the pastoral support managers, who were assigned a year group to work with. During lockdown, pastoral support managers made regular contact (including home visits) to support the different range of needs.	
Total cost			£38,000
iii. Other approaches			

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)
A SLT member to specifically focus on personal development	All pupils follow a structured programme to develop them as people.	Students began to use My SCHOOL Life booklets to encourage learning new skills. 331 new individual skills were recorded in 3 months to school closure. During lockdown virtual school trips were arranged to encourage students to further develop and learn new skills	Focus this academic year is on student wellbeing and curriculum time is being dedicated towards this.
To improve personal development of all pupils through an effective values curriculum, pastoral mentoring time and SMSC opportunity within lessons	Redeveloped curriculum. Triangulation across delivery demonstrates new SOWs are being delivered effectively	Both mentor activities and the values curriculum was refreshed to meet the needs of the students. This was then re-evaluated post lockdown.	Mentor time now includes extra sessions with JIGSAW resources to help support the values curriculum. TRACK lessons are undertaken once per week to link in students wellbeing and SMSC opportunities.
To record and monitor pupil participation in and experience of extra curricular. Continue the cultural capital building through a	PP pupils access the same opportunities and experiences as non PP pupils.	Through the use of the revised attitude to learning system students that attended extra curricular clubs, activities and 'Audience with' sessions were recorded. PP students were given priority when wanting to attend an audience with. PP students were also	The students benefited from attending these talks and trips. Extra curricular clubs saw an increase in attendance. Due to current restrictions virtual extra curricular clubs and 'audience with' are being set up.

co-ordinated 'Audience with' series targeting PP pupils as a priority		personally invited to certain events such as 'audience with' and trips.	
All staff have a mentor group, reducing the size of a mentor group to 15 pupils SLT all have a year 11 mentor group to allow for specific targeting.	All pupils have a specific person that is there to provide mentoring	This action lead to good relationships being built between the mentor and the mentees. The smaller groups meant that mentors were able to keep a closer eye on their group and support them in their school life. This action also worked well during the school closure period with mentors having regular contact with both the mentees and parents and carers of mentees.	This action is being carried forward however it has changed slightly with SLT not having a mentor group as they are now overseeing a year group hub. Mentor groups have remained as small as possible to still allow good relationships and tracking to take place by the mentors
Total cost			£30,000

7.Additional detail

Due to the closure of schools on 23rd March 2020 because of Covid-19, implementation of the Pupil Premium Strategy 2019-20 was suspended. The Whitstable School directed its resources towards supporting eligible pupils to maintain their continuity of learning.

As no KS2 data will be available to benchmark standards for Year 7 pupils on entry in September 2020, the school is taking steps to ensure that meaningful data is generated during Term 1 to identify disadvantaged pupils who need additional support, so that reliable progress targets can be set. The same process is in place for other year groups. For this reason the school will publish its Pupil Premium Strategy for 2020-21 by the end of Term 2.



