

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	The Whitstable School
Number of pupils in school	1138
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years (21/22 - 23/24)
Date this statement was published	31st December 2023
Date on which it will be reviewed	Sept 2024
Statement authorised by	Alex Holmes (Headteacher)
Pupil premium lead	Luke Austin (DA Progress Leader)
Governor / Trustee lead	Ian Fidge (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£222,362
Recovery premium funding allocation this academic year	£59,892
Tutoring fund	£14,918
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£22,283
Total budget for this academic year	£319,455



Part A: Pupil premium strategy plan

Statement of intent

At the Whitstable School our ultimate objective is to enable pupils to acquire and develop the core knowledge and skills they need to be confident, curious and caring members of a diverse and international community, working together to promote a better, more purposeful and peaceful world. We want to ensure that Pupil Premium students receive the same opportunities and experiences as their peers and close the gap so that they make progress in line with the national average.

We currently aim to identify barriers for pupil premium students and make sure that they have the support and interventions in place to overcome these barriers. Through consistent 'Quality First Teaching' and TWS' 'Teach for Success' we are ensuring all students receive the best quality teaching and learning in the area.

The key principles of our strategy are:

- To quickly identify the challenges and barriers that Pupil Premium students face through regular data drops so that we can easily assess, track and monitor students.
- To put into place support or interventions that will help students to close the gaps in their knowledge.
- Develop a good rapport with Pupil premium students and engage them in the wider world and community, whilst building their aspirations and cultural capital through our 'TRACK Values' and 'Audience with' series.
- Increase communications with parents and carers whilst building positive relationships, to help support attendance and attitudes towards learning.

Challenges

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

Challenge number	Detail of challenge
1	Identified PP pupils have low levels of literacy and reading which impedes their learning and their confidence.
2	PP pupils have a lower level of attendance compared to their peers.
3	PP students need additional support with managing homework.
4	PP pupils are disproportionately affected by social emotional and mental health barriers that can affect their behaviour for learning.



5	PP pupils often have less aspiration for the future and are in need of additional careers guidance.
6	Some pupils have a cultural capital deficit.
7	Lower parental engagement and support

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
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.
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 using FFT 20 targets for PP.
To ensure PP pupils make at least expected progress during the academic year.	In year data shows the progress for PP pupils to be at least expected progress or greater.
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, particularly in EBacc subjects and with a focus on languages and humanities.	By the end of our current plan in 2023/24, 40% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). Last year this figure was 43%. 2023/24 KS4 outcomes demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none"> • an average Attainment 8 score of at least 35 • an EBacc average point score of at least 3.1
To improve levels of literacy and reading to be in line with national average and above	Reading ages of PP pupils will have increased using Lexia as well as 1:1 reading support. Attainment across subject will have improved
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.



To provide all PP pupils with support for their wellbeing	PP pupils have a positive school experience and are supported with their wellbeing. Positive feedback from pupil surveys.
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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: £65,706

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that all PP students benefit from quality first teaching.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	1, 3 & 4
Revised assessment tracking and feedback to allow subject leaders / teachers to quickly identify underperforming pupils.	EEF Toolkit - +6 months progress	1, 3 & 4
Literacy coordinator £5,356	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. (EEF) Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. (EEF)	1
All DIPs have a specific focus on PP pupils and all departments have a deep dive review process with a specific focus on PP pupils	As PP is still an area of weakness (progress is not yet in line with non PP).	1, 2, 3 & 4
Employment of additional mathematics and English teachers/TA's to allow	International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when	1 & 3



additional support in lessons with DA students. £60,000	implemented with socioeconomically disadvantaged pupil populations.(EEF Toolkit)	
Ongoing staff CPD on metacognition	The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress)	1, 3 & 4
A mastery approach is used for year 7 and 8 mathematics £350	Evidence indicates that mastery learning can deliver approximately five additional months' progress on average. (EEF 2020)	1 & 3
Staff to effectively use Google Classroom to support students learning by setting additional work or more scaffolded examples.	Some students will spend periods of time absent from school.	1, 2, 3 & 7

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

Budgeted cost: £128,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early identification of SEN, Yr11 and PP students that are underperforming in core subjects, and implementation of tuition.	One to one and small group tuition can have a positive impact on students attainment as evidenced by the EEF. This will be supported by the school led tutoring fund.	1, 2, 3 & 4
TA's work with identified students to support in lessons. 3 TA's £67,371	Teaching assistants can provide a large positive impact on learner outcomes	1, 2, 3 & 4
Standardised reading tests of all year 7 students, and any students that have previously been identified and are having interventions. £5500	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction (EEF)	1
Standardised tests (GL Assessments) in English, Maths and Science	Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	
Reading interventions take place to support	Reading comprehension strategies can have a positive impact on pupils' ability to	1



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<p>students as well as promoting reading for pleasure TA £22,457</p>	<p>understand a text, and this is particularly the case when interventions are delivered over a shorter timespan (EEF)</p> <p>Identified three tiers of words, and 90% of words are only encountered in books. We need to ensure all pupils understand these Tier 2 words. Vocabulary is a significant predictor of attainment – by age 7 there is a 4000-word gap between lower class and middle class children. (Matt Bromley, Bromley Education Sec Ed Pupil Premium Conference, 23/3/2018)</p> <p>EEF Improving Literacy guidance report (2019) recommendation 2 is vocabulary instruction.</p>	
<p>Digital learning platform purchased to support PP students reading and literacy £4000</p>	<p>Digital technology can add up to +4 months progress (EEF, 2020)</p>	<p>1, 2, 3 & 7</p>
<p>AP Manager to support organisation of teacher delivery, oversight of attainment data, attendance and parental engagement. £24,172</p>	<p>Reduces risk of exclusion, persistent absenteeism and improves attendance, behaviour and attainment outcomes.</p>	
<p>Provide revision resources and study room for pupils to have access to the resources they need to be successful. £3000</p>	<p>Some pupils do not have access to specific resources (including study space), revision guides, revision cards, stationary, calculator, internet to support success.</p>	<p>1, 2 & 3</p>
<p>Dyslexia support sessions take place to support DA students with SEND £2000</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind (EEF).</p>	<p>1</p>



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

Budgeted cost: £79,770

Activity	Evidence that supports this approach	Challenge number(s) addressed
Achieve 96% attendance by clear rewards programme and with early interventions, return to school interviews, home visits and working with outside agencies	The Department for Education (DfE) published research in 2016 which found that:	1, 2, 4 & 7
Continue to reduce PA attendance pupils with early interventions, return to school interviews, home visits and working with outside agencies. <i>Attendance Officer £24172</i>	<ul style="list-style-type: none"> • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons 	1, 2, 4 & 7
Ensure that pupils have access to uniform and food as identified. <i>£5000</i>	Some PP pupils require support with school uniform, transport and access to a healthy diet (Breakfast club)	4 & 7
Pastoral support managers to be deployed appropriately to support pupils behaviour and wellbeing so that they can fully engage with lessons. <i>£24,172</i>	EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to a purposeful learning environment.	2, 4
A SLT member to specifically focus on personal development , mental health and well being. School wide Mental health action plan.	The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). EEF Toolkit Social and Emotional Learning +4 months	2, 4, 5 & 6
Dedicated progress leader to oversee DA pupils <i>TLR £5356</i>	Historically, pupils were identified in the later stages of their school career.	1, 2, 3, 4, 5, 6 & 7
Ensure that all PP students have access to a digital device / laptop and are able to access apps the same as non-PP.	Digital technology can add up to +4 months progress (EEF, 2020)	1, 2 & 3



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£1000		
Continue the cultural capital building and focus on CEIAG to raise ambitions and aspirations for future lives. Much bigger extra curricular offering. <i>TLR £3214</i>	Some pupils have little aspiration for the future and need to experience a wealth of enrichment opportunities so that they do not limit their own potential, and so that they are well prepared for the next steps of learning, world of work and adulthood. (Claudette Christison, 2013)	5 & 6
Support for DA pupils to take part in the Duke of Edinburgh. Places are fully funded for DA students. <i>£500</i>	EEF Toolkit - +4 months for outdoor adventure learning	
STEM lead and Enrichment coordinator appointed to oversee these areas. <i>TLR £5356</i>	“Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling.” Social Mobility Commission research.	4, 5 & 6
Counselling support is needed by some students <i>£7000</i>	Students benefit from talking to a councillor which helps to support and engage them.	2, & 4
Educational trips will be funded to help engage students into the curriculum. <i>£4000</i>	Educational trips help to engage students into the curriculum they are studying and raise attainment. (Claudette Christison, 2013)	5 & 6
Improving parental engagement and communication. Return to face to face meetings and new admin f all parental communication to support contact and record keeping.	EEF Toolkit Parental Engagement suggests +3 months progress.	7

Total budgeted cost: £ 273,976



Mid Year Review Jan 2024

Challenge	Evidence
1 - Literacy	<ul style="list-style-type: none"> All year 7 and 8 students have completed a reading test. Lexia Core 5 and Power up used. Staff and 6th Form reading interventions targeted towards DA pupils. Targeted DA students for Lexia Core 5 have an average of 5 years and 6 months difference between their actual age and reading age. Targeted DA students for Lexia Power up have an average of 1 year and 6 months between their actual age and reading age. DA pupils are in staff lolly sticks twice to allow more opportunities for oracy in lessons. Whole school reading strategy
2 - Attendance	<ul style="list-style-type: none"> PP attendance is currently 87.3% (+2.2% on last year, 4.3% above national average). Year 11 PP attendance 89.6% (+13.8% on last year). New attendance officer appointed and trained. Parents meetings supporting them with what is best for the student Mentor conversations Attendance bingo and fun Fridays started SLT Year 11 phone calls Monitoring letters sent home regularly
3 - Homework	<ul style="list-style-type: none"> Term 4 focus on whole school homework structure Maths Sparks - Over 75% of DA pupils have engaged with the platform: parental contact and after school support to increase engagement Overall homework engagement with Seneca and Tassomia is the primary platform and students are regularly rewarded and encouraged to complete.
4 - SEMH & Behaviour 4 learning	<ul style="list-style-type: none"> MHWB action plan - see the plan Pupil passports in place Seating plans in place with PP pupils in accessible seats with a HPA / MPA+ pupil if possible PP pupils books are prioritised for SIMPLE marking and feedback 40% of L1 interventions PP pupils Provision mapping updated with regular impact
5 - Careers guidance	<ul style="list-style-type: none"> 89% of all of year 11 have had careers interviews with a focus on the DA and possible NEETs. Year 11 support with the Kent choices process TWS Careers fair 20th March Apprenticeship assembly In school speakers: <ul style="list-style-type: none"> Army Talk 01.11.23 Royal Navy Chefs 21.02.24



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	<ul style="list-style-type: none"> ● Trips: 65 trips in a 12 month rolling period recent example <ul style="list-style-type: none"> ○ The Royal Albert hall 17.10.23 ○ Whitstable Playhouse 10.11.23 ○ Army Careers Fair 11.10.23 ○ The Sittingbourne School 22.11.23 ○ Estuary View Medical Centre 17.22.23 ○ Edward Scissor Hands 25.01.24 ○ London Art Gallery 05.02.24 <p>DA are actively encouraged to attend trips and financial support provided for example 85% of DA students attended trips this year.</p> <ul style="list-style-type: none"> ● Education people assembly (Yr11) 14th March ● University of Kent higher education fair 24th April ● Year 10 work experience 24th June
6 - Cultural Capital	<ul style="list-style-type: none"> ● Enrichment / Club provision increased at both lunchtime and after school. 76% DA engagement in clubs and activities - Activity timetable ● School show: Christmas review with over 80 students and 20 of those were DA ● Mentor time programme ● PD Lessons ● Purchase reading materials such as core texts in English ● Trips and activities ● Cultural exposure in the curriculum ● Duke of Edinburgh award places ● STEM curriculum map
7 - Parental engagement	<ul style="list-style-type: none"> ● Year 7 & 8 HT forum (menu options for healthy eating and encouragement of the right choice, improved communication with parents on behavioural support in Bromcom and clear signposting of reading levels with suggestions for parental support at home in terms of homework and reading materials) ● Parental questionnaire sent out at each parents evening ● Follow up phone calls to parents that have not made appointments for parents evening. ● Single point of contact to streamline parental contact to the school. ● Improved staff contact in regards to behaviour support.

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 2022 to 2023 academic year.

2022 - 23 Pupil Premium Exam Data

Note on 2022 cohort number and context	152 students in total, 41 of them were DA. 3 HPA, 30 MPA and 8 LPA students.	
	Data	
	All	DA
All/Disadvantaged P8	-0.55	-1.17
All/Disadvantaged A8	41.04	32.45
All/Disadvantaged L4+ Basics	61.8%	41.5%
All/Disadvantaged L5+ Basics	34.9%	22%
All/Disadvantaged L4+ EBacc	17.8%	7.3%

Intended outcome	Success criteria
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 using FFT 20 targets for PP.
To ensure PP pupils make at least expected progress during the academic year.	In year data shows the progress for PP pupils to be 0 or greater.
<p>Review</p> <p>The exam data shows DA students are not performing as well as their peers. In terms of attainment on average DA pupils are achieving nearly a grade less across their subjects. Progress of the DA pupils is also much less than their peers.</p> <p>Next Steps</p> <ul style="list-style-type: none"> • All students receive a full gap analysis after the mocks to identify areas of weakness. • Targeted OSL to help close the gap, with incentives for those that attend OSL. • Free revision resources for PP pupils 	



- Year 11 “Raise The Grade” push across the school to encourage students to raise their grade between the mock exams.
- Improved parent / guardian contact with support and revision techniques
- GL assessments in Maths, English and Science to be completed to measure progress
- All pupils have a full baseline line data (CATs/SATs and Reading) so that they can be targeted appropriately.
- KS3 & KS4 pupils all have End of Year 11 targets generated, based on FFT5 or positive SPI whichever is greater, and shared via Bromcom so that both staff and pupils are aware of their potential.

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.

Review

Attendance for the academic year for all pupils was 91.4% compared to the DA attendance level of 85.1%.

Next steps

- DA pupils are the number one priority for all stakeholders.
- Bromcom tracking has been improved, with symbols on registers for persistently absent pupils to make sure staff are aware.
- A second attendance officer has been employed.
- Early morning calls for DA pupils to encourage them to come into school.
- A new attendance escalation plan has been put into place.
- Mentor attendance conversations to take place with a priority on DA, these are kept on a central record so that they can be tracked and QA’ed.
- Positive and negative attendance letters have begun to be sent home to parents and carers
- TWS has joined the EEF Bitup Attendance improvement investigation

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 that the proportion of non PP pupils.

To ensure that PP students have equality of access to the same apps and devices as non-PP.

PP students have devices and materials needed to access apps.

Review

Personal development week allowed every student to select trips and activities and had a bespoke timetable created. DA pupils were supported with the financial costs to allow them the same opportunities as their peers. All staff are encouraged to invite DA pupils to in school events such an audience with. All students in year 10 undertook work experience, this was outsourced to an external company which meant DA students had the same opportunities as their peers.

Further laptops and devices were purchased over the last year to support DA pupils. Internet dongles and app subscriptions were purchased. Staff continue to upload resources to google classroom so that students can access them from home.



<p>Next steps</p> <ul style="list-style-type: none"> • Increased extra curricular / enrichment activity programme on offer at lunchtimes and after school. • Attendance of all extra curricular clubs / events are recorded centrally to allow tracking to ensure we can identify which DA pupils have attended which events. • DA Progress leader will work with the careers lead and subject leads to ensure DA pupils get full access to events that go on in school. • Targeted intervention using different apps to support DA pupils. 	
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 attitudes for learning scores of non PP pupils.
To provide all PP pupils with support for their wellbeing	PP pupils have a positive school experience and are supported with their wellbeing. Positive feedback from pupil surveys.
<p>Review</p> <p>28% of the students that progressed to university this year were DA pupils.</p> <p>Current data shows 4% of last year's year 11 were NEETS, half of those students were DA pupils. This shows that our DA pupils are well supported in their next steps after year 11.</p> <p>Mentor time continues to focus on different aspects such as mental health, wellbeing, careers and current affairs.</p> <p>Next steps</p> <ul style="list-style-type: none"> • Updated pastoral structure with a dedicated head of year and a member of SLT to oversee each key stage. • Increased extra curricular clubs and activities. • Financial support for DA pupils to take part in the DofE award. • Mentor time program is continually developed and adapted to reflect current affairs. 	

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
DofE	



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)

The School led tuition grant will be used to pay school staff to tutor individuals and small groups. School staff have an intimate knowledge of the students and where gaps in knowledge are.