

Pupil premium strategy statement

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	The Whitstable School
Number of pupils in school	1122 (960 Yr7-11)
Proportion (%) of pupil premium eligible pupils	30.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years (24/25 - 26/27)
Date this statement was published	
Date on which it will be reviewed	Term 3 and Term 6
Statement authorised by	Mr A Holmes (Headteacher)
Pupil premium lead	Mr L Austin (PP Progress Leader)
Governor / Trustee lead	Mrs D Fasulo (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£302,270.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£302,270.00

Part A: Pupil premium strategy plan

Statement of intent

At The Whitstable School we intend for every student to leave as a confident, principled, respectful individual with exceptional exam results.

We want to ensure that Pupil Premium students receive the same opportunities, experiences and additional cultural enrichment as their peers 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 embedded quality formative assessment, 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 drop ins and data analysis 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 careers.
- We will collaborate closely with Virtual Schools to ensure our Looked After Children (LAC) and Previously Looked After Children (PLAC) receive comprehensive and effective support tailored to their needs.
- 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 have a culture that is not conducive to 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 English and maths.	In year data shows the progress for PP pupils to be at least expected progress or greater in English and maths.
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 subjects 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.
To reduce the number of fixed term suspensions received by pupil premium students.	The proportion of overall repeat suspensions for PP students will be reduced.
To increase the number of enrichment activities attended by PP pupils.	Enrichment activity attendance will be recorded to track the number of PP pupils engaging.
To increase the engagement of pupil premium parents with the school.	The number of pupil premium parents attending events will increase
To increase PP pupils engagement with careers activities.	Unifrog will show PP students engaging with careers activities.



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: £65356

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
SSAT Embedding Formative Assessment CPD Programme	Learners made the equivalent of two months' additional progress in their Attainment 8 GCSE score. Learners in the lowest third for prior attainment made more progress than their classmates in the top third. (SSAT, https://www.ssatuk.co.uk/cpd/teaching-and-learning/embedding-formative-assessment/#:~:text=Through%20a%20full%20randomised%20control,classmates%20in%20the%20top%20third.)	1 & 3
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	International research evidence suggests that reducing class size can have positive	1 & 3



teachers/TA's to allow additional support in lessons with DA students. £60,000	impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations.(EEF Toolkit)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £147200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early identification of PP students that are underperforming in core subjects, and implementation of interventions.	One to one and small group tuition can have a positive impact on students attainment as evidenced by the EEF.	1, 2, 3 & 4
TA's work with identified students to support in lessons. Librarian that supports reading interventions £129935	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) Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1
Literacy and reading consultant to review literacy and reading provision. £320	DfE What works to improve outcomes of children in need. EEF literacy and maths guidance reports	
Reading interventions take place to support students as well as promoting reading for pleasure	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan (EEF) Identified three tiers of words, and 90% of words are only encountered in	1



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	<p>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 Lexia £4000</p>	<p>Digital technology can add up to +4 months progress (EEF, 2020)</p>	1, 2, 3 & 7
<p>Unifrog platform used to manage and track careers £3666</p>	<p>We bring all the available information into one comprehensive, user-friendly platform that helps students make the best choices, and submit the strongest applications.</p> <p>We empower teachers and counselors to manage progression effectively.</p> <p>We partner with universities and employers to further support students to be successful. (Unifrog, https://www.unifrog.org/about)</p>	5, 6 & 7
<p>Provide revision resources and study room for pupils to have access to the resources they need to be successful. £1000</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>	1, 2 & 3
<p>Brilliant Club university scholars programme £2,779</p>	<p>The Most Able Students (OFSTED, 2015) mentions The Brilliant Club helping to improve aspirations of pupils.</p>	1, 3, 5 & 6



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

Budgeted cost: £118356

Activity	Evidence that supports this approach	Challenge number(s) addressed
Achieve 93% attendance by clear rewards programme and with early interventions, return to school interviews, home visits and working with outside agencies Attendance strategic plan	The Department for Education (DfE) published research in 2016 which found that: <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 	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> <i>Attendance officer / admin £14,000</i>	<ul style="list-style-type: none"> • 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> <i>Member of staff supporting PP including with uniform £18,000</i>	Some PP pupils require support with school uniform, transport and access to a healthy diet (Breakfast club)	4 & 7
Pastoral support provision manager 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 member of staff to specifically focus on personal development, mental health and well being. School wide Mental health action plan written	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
Specific interventions for LAC pupils in close collaboration with Virtual Schools, while also	DfE (2018). <i>Promoting the education of looked-after children and previously</i>	1, 2, 4 & 5



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engaging parents in interventions designed for PLAC pupils.	<p><i>looked-after children</i> (statutory guidance). (GOV.UK)</p> <ul style="list-style-type: none"> • DfE (2025). <i>Outcomes for children in need including children looked after by local authorities in England: reporting year 2024</i> and data catalogue. (Explore Education Statistics) 	
Continue the cultural capital building and focus on CEIAG to raise ambitions and aspirations for future lives. Much bigger extra curricular offering.	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. £500	EEF Toolkit - +4 months for outdoor adventure learning	
STEM lead and Enrichment coordinator appointed to oversee these areas. TLR £5356	“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 £7000	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. £4000	Educational trips help to engage students into the curriculum they are studying and raise attainment. (Claudette Christison, 2013)	5 & 6
Salus Interventions	Evans et al. (2017). Systematic review on educational interventions for children in need and looked-after children (summarised in DfE “What works to improve educational outcomes of children in need of help and protection”). (GOV.UK)	2, 4, 5 & 6
Afterschool interventions £7800	EEF Toolkit Extending school time suggests +3 months progress	1, 2, 3 & 7



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Purple ruler £3000	EEF Toolkit Small group tuition and one to one tuition suggests +4 months and +5 months respectively	1, 2, 3, 4 & 7
Improve parental engagement and communication by reinstating face-to-face meetings, establishing a new centralized communication hub, and ensuring better recording of parental attendance at key events like parents' evening.	EEF Toolkit Parental Engagement suggests +3 months progress.	7

Total budgeted cost: £ 328,912

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 2023 to 2024 academic year.

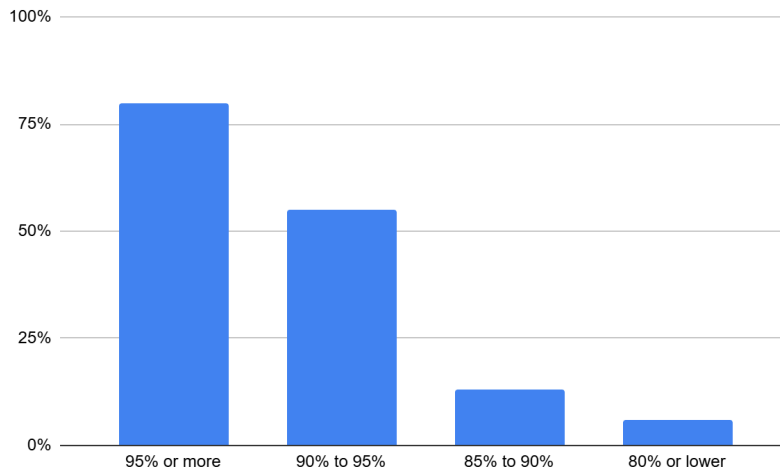
2024 - 25 Pupil Premium Exam Data

Note on 2024 cohort number and context	219 in year group, 49 PP of those 17 LPA, 21 MPA and 3 HPA	
	Data	
	All	PP
All / PP P8	-0.17	-0.67
All / PP A8	38.66	26.77
All / PP L4+ Basics	57.5%	28.6%
All / PP L5+ Basics	28.8%	10.2%
All / PP % entered for EBacc	68%	39%
All / PP EBacc Standard Pass	10.5%	10.2%

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 at least expected progress or greater in core.
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).
Review	
Exam data for 2024 - 2025 shows that Pupil Premium students are not performing as well as their peers. The gap between PP pupils and their peers continues to remain large. One factor that school data indicates could be a reason behind this is due to attendance.	



The graph below shows the percentage of achieving a grade 4 or above in english or maths compared to the attendance. Pupils that had 95% or more attendance had an 80% chance of getting their grade 4 or above in English and Maths.



In year data

Year group	% of PP pupils on track or above in English	% PP pupils on track or above in Maths
7	65%	78%
8	79%	81%
9	68%	57%
10 (mock data compared to end of Y11 target)	13%	2%

In-year data shows that the proportion of Pupil Premium pupils in KS3 who are on track or above to be much higher than in KS4.

EBacc data

While 39% of pupil premium pupils were entered for the English Baccalaureate (Ebacc), a significantly smaller proportion, just 10%, achieved the required standard pass, highlighting a substantial attainment gap. The data shows that PP students who were selected and encouraged to follow the EBacc route were just as successful as the overall cohort in achieving this outcome.

Embedding Formative Assessment

- T&L drop in data shows that students are participating in lessons more:

Over the period of Jan 24-Apr 24, 32% of dropins saw “active questioning”

Over the period of Jan 25-Apr 25, this had increased to 62%.

PPP questioning in lessons rated good or better has increased from 70% to 84%.

There is a "buzz" in lessons that was not present before. The EFA programme is felt to have



contributed to this positive change.

Next Steps

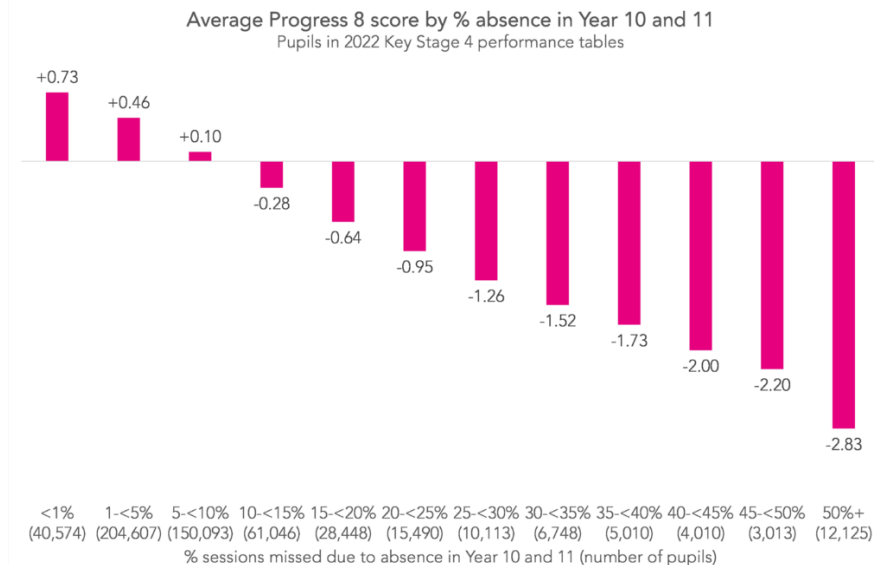
- Overall push on progress through enhanced quality assurance
- Homework & independent learning
- Improved formative assessment (EFA CPD for all teaching staff Year 2)
- Increasing Parental Engagement
- Encourage more examiners on the staffing body
- Re-evaluating the sequencing of the curriculum.
- Interventions on transition from KS3 to KS4

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

PP attendance stands significantly lower at 84.3%, creating a substantial 9.0 percentage point deficit when compared to the 93.3% attendance rate achieved by non-Pupil Premium pupils. Even more concerning is the rate of persistent absence, which impacts more than half of the cohort. 51.7% of our PP students are classified as persistently absent, indicating that chronic non-attendance is a major barrier to their academic engagement and success. School data has shown that those pupils who are consistently in school achieve their target or better.



Next steps

- Attendance strategic plan to be written and implemented
- Increased capacity in the attendance team
- More prominence given to attendance in parental contact and at face to face parents evenings etc
- Attendance letters to continue to be sent (over 2500 letters sent last year)
- Mentor and year group conversations improving culture and well being of students
- Parent Meetings (attendance improvement meetings)
- Early Intervention Calls/Home Visits



- Staff body aware of students that are persistent absentees or at risk through symbols on the register
- Early morning calls for PP pupils that are not in to encourage them to come in

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 subjects will have improved
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Review

There is a positive trend in the proportion of Pupil Premium (PP) pupils who have progressed from below their chronological age to their chronological age in reading age. Although for year 9 the number of pupils below their chronological age is still the same, some of the pupils have moved closer to their chronological age. This indicates that targeted interventions and support strategies are likely having a positive impact on the reading development of these students.

Number of PP pupils that are below their chronological age		
	Sept 2024	July 2025
Year 7	21	9
Year 8	20	15
Year 9	8	8

- Lexia - outside of lessons 2 x 50 minute sessions each week, monitored by interventions manager
- Intense KS 3 curriculum which focuses on phonics and reading
- Gaps analysis from Lexia reports that are added to Accelerate group lessons
- Differentiated reading programme Eg Coraline rather than Ruby in the Smoke, or Animal Farm rather than dystopian shorts
- Opportunities for private reading in English lessons
- Monitoring of Padlets by English staff/ Progress Leader
- 1:1 reading with sixth form reading buddy, TA or adult
- Time with reading dogs

Next steps

- Lexia reading interventions to continue
- 6th form and staff one to one reading interventions to continue
- Homework increasing

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.

Review



SEMH / HUB Interventions

A staff focus for Pupil Premium pupils has continued with three main areas to focus on: Oracy opportunities, accessibility and feedback. Staff were encouraged to have all PP pupils in their questioning lolly sticks twice to give PP pupils more opportunities to answer in lessons. Staff were also asked to ensure that all PP pupils were sat in accessible seats within the classroom and that PP books were prioritised within the SIMPLE feedback process. Inclusive teaching strategies for SEN pupils (a high proportion of which are also PP) were introduced to all staff. These gave staff the key strategies and techniques needed to support pupils.

SEMH interventions take place across the school such as:

- Lego therapy
- PSM interventions
- SEMH courses (boys group, girls group, social stories)
- Understanding me
- HOY interventions for targets students on topics such as: Belonging, self-image, social media, equality and diversity and resilience

Over 40% of these SEMH interventions involved Pupil Premium pupils.

The HUB is now fully established within school to support some of our most vulnerable students. Students participated in SEMH interventions as well as doing lessons within the hub. Just under 50% of the students that had interventions within the HUB in 24/25 were PP pupils.

Other Support / Interventions

- Enrichment / Club provision increased at both lunchtime and after school which have been well attended by pupil premium students across the year groups:

Year Group	% of PP pupils that have attended at least one club
Year 7	89%
Year 8	81%
Year 9	76%
Year 10	54%
Year 11	59%

- School show: Christmas review and Matilda the musical took place with over 80 students and 20 of those were DA.
- School trip provision increased with all PP pupils attending at least 1 trip in the year including whole year group trips to Kew gardens and the science museum.
- New parents evening booking system launched, which has seen an increase in the number of PP parents making appointments to attend parents evening.

Year group	% of PP Pupils that attended parents evening



7	49%
8	47%
9	53%
10	55%
11	44%
Overall	50%

- Stage and STEM academies set up and established (21% PP Stage & 23% PP STEM).
- Brilliant Club Scholars programme has taken place, 10 out of the 14 participants were PP pupils, with the PP pupils performing above the national average.

256 schools that took part in
The Scholars Programme

Scholars Programme Impact Report

	The Whitstable School		UK Comparison	
	Overall	Pupil Premium	Overall	Pupil Premium
Baseline assignment mark average	48	47	50	49
Final assignment mark average	75	72	63	62
Average progress between baseline and final assignment	56 %	54 %	27 %	26 %
% 1st/2.1 final assignment grades	100 %	100 %	67 %	60 %
% Final assignment submission rate	100 %	100 %	89 %	86 %
% Tutorial attendance	98 %	99 %	90 %	88 %

- LAC pupils attended Kent virtual schools conference day with a focus on careers and raising aspirations.
- Student leadership opportunities increased through pupil parliament and head boy and girl, 40% of pupil parliament representatives are PP.
- Year 10 work experience took place with all PP pupils gaining a placement.

Next steps

- Unifrog to support with careers development into KS3.
- Continuation of enrichment and clubs provision including scholar program.
- Axiom Maths circles to start in October aimed at PP pupils.
- Enrichment coordinator appointed

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
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DofE Award	Duke of Edinburgh Award
Vex Robotics program	Vex Robotics
RISK IT	RISK IT
The Scholars Programme	Brilliant Club
Multiple Salus Interventions	Salus Group

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)

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