

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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 Whitby High School
Number of pupils in school	1412 in Years 7-11
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2022 – August 2025
Date this statement was published	October 2023
Date on which it will be reviewed	June 2024
Statement authorised by	E Barford
Pupil premium lead	D McGrath
Governor / Trustee lead	D Pickering

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£399,235
Recovery Premium	£25,461
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	£424,696

Part A: Pupil premium strategy plan

Statement of intent

Objectives

Our ultimate objective is that all disadvantaged students thrive in our school. All barriers affecting their progress, well being and sense of belonging should be accurately identified and effectively addressed to reduce any emerging gaps so that the true potential of each individual is secured.

We want all our disadvantaged students to secure excellent attendance and achievement. We wish to develop strong relationships with parents and carers and ensure high levels of parental engagement. Our strategy aims to ensure that exclusions are reduced through preventative strategies and training.

Through developing their cultural capital, our disadvantaged students should have the essential knowledge, behaviour and skills which they can draw upon to show their cultural awareness, knowledge and competence needed to be able to develop into educated citizens, facilitating successful careers and future lives as they integrate into society.

How the PP Strategy Plan achieves these objectives

The PP Strategy Plan achieves these objectives by accurately identifying the barriers preventing some disadvantaged students from achieving their true potential and proposes a range of strategies that should collectively ensure these issues are successfully addressed.

Key Principles of the Strategy Plan

We have closely followed all the published guidance and recommended research in the construction of this plan. This includes the:

- **EEF's PP Guide** <https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/>
- **EEF Teaching & Learning Toolkit** <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>
- EEF [diagnostic assessment](#)
- EEF Gathering & Interpreting Data <https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Gathering-and-Interpreting-Data-Summary.pdf>

We have high expectations for all pupil groups and individuals and we do not equate deprivation and challenge with low ability.

We will ensure that high quality teaching and learning opportunities meet the needs of all pupils and that appropriate provision is made for all pupils who belong to vulnerable groups.

In making provision for socially disadvantaged pupils we recognise that not all pupils who are eligible for FSM (or have been eligible in the last 6 years) are socially disadvantaged. We therefore focus on the needs and levels of progress of all pupils.

In providing support we will not socially isolate pupils. Therefore, it is likely that all groups receiving additional support will be a mixture of FSM and non-FSM pupils.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance – the impact of absence, particularly persistent absence, can impede progress, attainment and a sense of belonging in our school community.</p> <p>Our PP attendance has declined from 90.4% 2019/20 to 87.2% in 2020/21 and the gap against whole school attendance has increased from 3.1% in 2019/20 to 4.9% in 2020/21. In 2022/3 it was 82.1% and the gap against whole school of 88% was 5.9%</p> <p>A particular challenge is PP persistent absence which has been historically high and was 41% in 2020/21 against the national average pre-Covid of 25%. In 2022/23 it was 54.2% whereas whole school was 38.5% (national secondary average 32%), a gap of 16%</p>
2	<p>Outcomes in English, Maths, Science, History and Literacy across the curriculum – The IDSR from 2019 indicated English (-1.3 significantly negative), particularly with PP boys was a key issue. Maths (-0.6), Science (-0.7) and History (-0.8) also needed to improve. Boys overall were (-1.0) in 2019, as were High Ability PP. These areas still remain a top priority following 2023 GCSE outcomes where grade boundaries aligned with 2019 boundaries and outcomes in 2023 were similar to 2019. The 2023 PP outcomes were significantly affected by attendance.</p>
3	<p>Well-being and mental health – the needs in this area have significantly increased as a result of the pandemic.</p>
4	<p>Exclusions inhibit progress and attainment. These increased in 2020/21 and 15% of the PP cohort received at least one day of exclusion in 2020/21, compared to just 6% of PP students in 2019/20</p>
5	<p>Parental Engagement can be a further barrier for some of our pupils.</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
<p>Attainment and Progress indicators across all subjects at GCSE align with or exceed national averages. This would represent a significant improvement trend relative to outcomes in 2019.</p> <p>Our PP progress figure was -0.8 in 2019, English was significantly negative at -1.3 and only 28% secured a 4 or higher in English & Maths in 2019.</p> <p>PP progress was significantly negative in 2023 but English/Maths PP 4+ was significantly higher in 2023 than 2019 (28%) at 50%</p> <p>Regular Assessment points throughout all Year groups demonstrate barriers to learning are being identified and addressed through early intervention.</p>	<p>IDSR/FFT report -The last published national average progress score for PP students nationally was -0.42 in 2019. We need to align with or exceed this figure and exhibit an improving trend over time.</p> <p>At least 50% of PP students should secure a 4 or higher in English and Maths</p> <p>Identified areas with PP from the Ofsted Report 2019 have been addressed so that <i>'all teachers have high expectations of PP students and good progress is secured.'</i></p> <p>Work scrutiny, deep dives and external validation (Ofsted, PP review etc) should confirm that barriers across all years are being addressed through early intervention with well researched proven strategies.</p>
<p>Attendance Indicators Improve</p> <p>2020/21 87.2% PP whole school 92.1%</p> <p>2020/21 4.9% gap whole school</p> <p>2020/21 41% PP persistent absence</p> <p>2021/22 84.6% PP whole school 89.6%</p> <p>2021/22 5% gap whole school</p> <p>2021/22 51% PP persistent absence</p> <p>2022/23 82.1% PP whole school 88%</p> <p>2022/23 5.9% widening gap</p> <p>2022/23 54.2% PP persistent absence</p> <p>2022/23 35.3% pers. absence whole sch</p>	<p>Attendance figures need to show an improving trend to at least 92% overall, persistent absence reduces to 32% and the gap closes back to 3% or lower. An improving trend should be clearly evident.</p> <p>Increased attendance should reflect in improved attainment and progress outcomes. We have five years of data that proves only students with 95%+ attendance overall make positive progress academically. By improving attendance, the progress figure should subsequently rise.</p>
<p>Literacy levels improve across all Year groups and no longer impedes progress</p> <p>(Link to Rapid Improvement Plan for Literacy)</p>	<p>Early intervention programmes, such as Lexia, from Year 7 onwards for identified students show improvement where literacy was previously a barrier to learning. (Learning Walks)</p> <p>Frequently scheduled CPD opportunities for all staff to enhance their teaching of literacy across the curriculum. (T&L Plan)</p> <p>Clear evidence that students are being explicitly taught Tier 2 and Tier 3 vocabulary across the curriculum and they can confidently deploy this within their own reading and writing. (Learning Walks)</p>

	<p>Regular reading and a culture of reading for pleasure is evident subsequently leading to an improving trend with reading ages. (Learning Walks and Student Voice)</p> <p>Frequent opportunities are provided within the curriculum leading to clear evidence of well-developed extended writing across the curriculum (Learning Walks/work scrutiny)</p> <p>Students develop as confident orators, exhibited within lessons and during debates.</p> <p>Progress and attainment figures across subjects at GCSE align with or exceed national averages. (IDSR/ FFT report)</p>
<p>Enhanced Well Being and Improving Mental Health</p>	<p>Improving attendance and reduced exclusions and behaviour incidents.</p> <p>Regular CPD training in <i>Trauma Informed Practice</i> and <i>Emotionally Based School Non- Attendance</i> (EBSN)</p> <p>Increased capacity of services to support well being and mental health within school.</p> <p>Student voice</p> <p>Clear evidence of <i>Whitby Way - 10 Good Manners</i> in student/staff interactions which build a strong sense of community and reduce feelings of isolation.</p> <p>Evidence of engagement and participation with 'Pledges' to develop character and cultural capital.</p> <p>Participation in Enrichment activities and sport within and beyond school to build resilience and promote health.</p> <p>Develop Learning Plans for identified PP students to identify specific needs and provide appropriate support and intervention so their individual needs are catered for.</p>
<p>Reduce Exclusions</p> <p>In 2019/20, 21 students (6% of PP) received 55 exclusions/147 days</p> <p>In 2020/21, 51 students (15% of PP) received 86 exclusions/ 262 days</p> <p>In 2021/22, 49 students (14% of PP) received 119 exclusions/ 190 days</p> <p>In 2022/23, 34 students (9%of PP), received 82 exclusions/ 266 days</p>	<p>The 2023/24 figures need to return to the 2019/20 figures or lower.</p> <p>A clear improvement trend needs to be evident, including the number of PP students in the Student Reflection Centre (SRC) during the academic year.</p>
<p>Parental Engagement</p> <p>We moved to Virtual Parents' Evening during the pandemic. We want to see the</p>	<p>Improved attendance to school events such as Parents' Evening.</p>

percentage of PP parents/carers engaging with the school increase and the gap between PP and whole school close further.	Regular contact by form and subject teachers with identified parents and carers from the IEPs for PP students which highlight where engagement with school has been historically problematic.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £140000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased Staffing in English, Maths and Science to reduce class size	EEF T&L Toolkit Our ability to reduce class sizes and develop leadership capacity, specifically with Teaching and Learning within English, has facilitated enhanced training for staff and enabled staff to be more focused in adapting their teaching to the specific needs of the students. It has also enabled increased capacity for interventions with smaller groups of students.	2
Appointment of Literacy Co-ordinator on leadership scale - Additional capacity	EEF T&L Toolkit This position creates increased capacity and also provides a day a week of time to focus exclusively on strategically driving literacy across the curriculum	2
CPD Training Literacy whole school	EEF T&L Toolkit Raises the profile and upskills staff	2
Star Reader (part of accelerated reader) – with Y7,8,9 and some Y10 and Y11	EEF T&L Toolkit Establishes reading ages and tracks progress over time. This allows appropriate intervention to be planned.	2
Developing Oracy Votes for Schools	EEF T&L Toolkit Promotes debating skills weekly in form.	
CPD Training Rosenshine's Principles	EEF T&L Toolkit	2
CPD Training – Signature Pedagogy	Signature Pedagogy alongside Rosenshine's principles ensure staff consider HOW we teach and what consistent features we would expect across a faculty. It incorporates the latest pedagogy on how students learn and retain knowledge.	2
GL Assessment Cat4 Tests for Y7	Y7 have taken these in the Autumn term since 2019, so we have a clear data profile on the students and their needs in the absence of KS2 tests	2

We correlate these results against KS2 TA and Accelerated Reader Scores.	scores. Scores indicate our intake in 2019/20 and 2020/21 and KS2 2022 and 2022/23 are below national average.	
Teams, Google Classrooms, Seneca	These on-line platforms enable home learning, catch up and embed knowledge and skills.	123

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention staff for English, Maths, Science, Humanities and MFL where capacity allows	EEF T&L Toolkit Regular small group intervention or one to one intervention with identified Y7-11 students	123
Staff in the SSC to support 1-1 and small group intervention	EEF T&L Toolkit Regular one to one support in a range of subjects for students where literacy and numeracy or anxiety are barriers.	123
Nurture Groups for Year 7-9 in all subjects and Years 10-11 in core subjects	These small groups have been specifically designed to support our most vulnerable students through Learning Support.	123
Lexia Literacy Catch Up	EEF T&L Toolkit Small group early literacy intervention with Y7 and Y8 students	123
Saturday School for Year 11 (10am-1pm) (Jan 2024 - May 2024 if budget allows) Absorb 50% of cost 2023/24	EEF T&L Toolkit Small group intervention where our teachers close known gaps in learning	123
Extended School Day Period 6 for selected Year 11	EEF T&L Toolkit Identified Y11 students have further support from their subject teacher	123

We have structured our targeted academic support in the following way.

Wave 1 – In-Class Intervention and support

The subject teacher identifies gaps in learning and provides appropriate support and intervention during the standard lessons.

Wave 2 – Extended School - Virtual Support

This will be provided on a weekly basis in Ebacc subjects **for all Year 11 students**. This will involve a diverse range of support including weekly set tasks connected to our current curriculum on *Google Classrooms/ Teams*. These tasks will be important in reinforcing knowledge and allowing students to demonstrate their application of developing skills.

Wave 3 – Extended School – Period 6 - Small Group Tuition

Identified Year 11 students will be invited to participate in small group tuition to close specific gaps in their learning from **November 2023**. The sessions will run from 3:15 until 4:00

Wave 4 – Extended School - Saturday Provision – Small Group Tuition

Identified Year 11 students will be invited to attend small group tutorials that will run **every Saturday from 10:00-1:00**, starting **January 2024** (*budget permitting*). Individuals will be invited four times across more than one subject, depending on the identified need.

Wave 5 – Extended School – Holiday Provision – Larger Group Tuition

This will cater for larger groups of students and provide the opportunity to support a larger group of students.

Wave 6 – Small Group Tuition during the school day

We have a number of subject specialists to provide small group intervention during the school day. This will address identified gaps in their learning.

Wave 7 – Individual Tuition

We may identify Year 11 students that we believe require individual tuition. This may be provided by our staff in school or beyond the school day or it could be provided by an external tuition company, either face to face or virtually.

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

Budgeted cost: £184,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional SLT capacity from January 2023 with new Assistant Head for Behaviour and Attendance	Clear objective to ensure a trauma informed approach with restorative justice that helps to improve attendance and reduce exclusions in the longer term.	1235
Brand new Pastoral System in 2022/23 moving from a House to a Year system with non teaching Pastoral Leads for each Year with one teaching Keystage Director leading the teams. An additional Assistant progress Manager has added capacity	This is a timely and key response post Covid to improve our support for all our students by significantly increasing capacity for our students regarding behaviour support.	1235
Acceptance onto National Scheme for Behaviour Hub 2023/24. Training for key staff and guidance provided by King's Leadership Academy Warrington	This initiative is vital in helping the school to enhance standards of behaviour further and address the unique challenges that have emerged since 2020, also identified nationally in October 2023 by Amanda Spielman in her final annual report.	1235
Family Liaison Officer working with hard-to-reach families and entrenched cases	This builds strong relationships with families, particularly through transition, really help with improving attendance and parental engagement	1235
Appointment of extra capacity in Attendance Lead (splitting role from Safeguarding in the past) to provide a sharp focus on attendance and clear PP priorities	Additional leadership capacity for Attendance which can focus on priorities such as: Early intervention and proactive phone calls early morning will support attendance on a daily basis	1235
EBSN – <i>Emotionally Based School Non Attendance</i> – CWAC pilot with Manchester University Action Research	This helps to identify vulnerable students and implement strategies through identifying tools. We are the key Cheshire Secondary school involved in this pilot to improve attendance through being part of Action Research with Manchester University	1235
Summer School Transition for Year 6	Worked very effectively for last three years in reducing anxiety and	1235

students coming to Whitby (only if budget allows in 2024)	increasing engagement with students and parents.	
Breakfast Club	This is free for PP students to encourage attendance, health and well-being.	1235
Assistant Progress Manager	This post helps to support attendance and behaviour and helps to reduce exclusions through strong and effective relationships with students	1235
PP Counsellor	We have allocated funds for specific hours for PP students who need it to receive counselling	12345
Managing the Continuum of Need	This ensures the appropriate intervention is quickly put into place for the identified student. This could be CAMHS, ELSA, etc	12345
Trauma Informed Practice Training	This links to attachment training staff have received. CWAC endorses Trauma Informed Practice and it is supported through the principles and practice of <i>the Whitby Way</i>	12345
Provide Alternative Provision, including the long-term development of on-site AP provision across all years, meeting the needs for the majority of our students.	This will help to reduce exclusions and also supports students at risk of permanent exclusion. It will lead to higher motivation and engagement with learning, leading to improving attendance and mental health and well-being as a consequence.	234
Governor Panel for students at risk of permanent exclusions	Governors help with meeting students at risk of permanent exclusions where a panel meet with the student in order to prevent a potential permanent exclusion in the future.	4
Behaviour Panels	Focused support for parents/carers and our most vulnerable students at risk of further exclusions where SLT/Pastoral Leads meet with parents and students to prioritise a clear way forward for improvement	1235
Structured Conversations	Developed from our work with Achievement for All, these conversations with pupils and parents build clear agreements	125
Development of Learning Plans for PP student	Key information is produced on every student so the form teachers and subject teachers are clear what barriers exist for the individual. It becomes clear	12345

	from these what strategies will help with each individual.	
The Whitby Way	The development of a strong culture should improve attendance, reduce exclusions due to fewer behaviour incidents, and improve outcomes.	12345
Developing Character Pledges and Enrichment	These two areas build resilience, cultural capital and well being as students experience the full breadth of school life within and beyond the school gates, such as the Duke of Edinburgh Award or Erasmus.	12345
Careers advice/guidance and Work Experience	Specific guidance is provided for PP students with option choices in Y9, work experience in Y10 and information to help with post 16 choices	1235

Total budgeted cost: £ 424,700

Of which Recovery Premium inclusive is £25,461

Our Intended Spending of the Recovery Premium

The £25,461 Recovery Premium will either be spent on:

- Summer School Y6 2024 - £25,000 (*budget permitting*)

Or

- 1) Approximately £10,000 to cover 50% of Tuition fees for Saturday School. The other 50% which will be approximately £15,000 will be funded by the School Led Tuition Fund. (*budget permitting*)
- 2) Purchase of Star Reader + training in 2023/24 for reading baseline tests £6,000
- 3) The remainder will be made up from part/whole of the salary of M Owen who is the key Lexia intervention TA with our Y7/8 students to ensure rapid progress with Reading with our most vulnerable students.

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.

Our detailed review of outcomes for 2022/23 can be found on our website at the following link. It is at the bottom of the webpage, titled ***Review – Impact for Academic Year 2022/23***.

<https://www.whitbyhigh.org/pp/>

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.