

Pupil premium strategy statement

School overview

School name	Worthing High School
Pupils in school	1069
Proportion of disadvantaged pupils	18.1% (194 pupils)
Pupil premium allocation this academic year	£170,945
Academic year or years covered by statement	2020/21
Publish date	October 2020
Review date	October 2021
Statement authorised by	
Pupil premium lead	Nick Mariosa
Governor lead	Dr John Bull

Year 7	Number in cohort	Percentage of cohort
Pupil Premium	49	23.2%
Non-Pupil Premium	162	76.8%
Year 8	Number in cohort	Percentage of cohort
Pupil Premium	39	17.7%
Non-Pupil Premium	181	82.3%
Year 9	Number in cohort	Percentage of cohort
Pupil Premium	49	21.1%
Non-Pupil Premium	183	78.9%
Year 10	Number in cohort	Percentage of cohort
Pupil Premium	32	15.8%
Non-Pupil Premium	170	84.2%
Year 11	Number in cohort	Percentage of cohort
Pupil Premium	25	12.2%
Non-Pupil Premium	179	87.8%
Totals Pupil Premium	194	18.1%
Non-Pupil Premium	875	81.9%

Disadvantaged pupil performance overview for last academic year

Progress 8	+0.11
Ebacc entry	47.5%
Attainment 8	41.57
% Grade 5+ in English and maths	25.42%

Focus Overview

Our focus on the use of DP funding for 2020/2021 is to enable all Disadvantaged Pupils in Key Stage 4 access to effective support material to aid their learning that will boost pupils' confidence, exam readiness and therefore outcomes. Their use of these is carefully monitored to ensure all are participating and to intervene as needed to support. At Key Stage 3 we have a specific focus on literacy and the tutor reading programme to enrich students' vocabulary, comprehension and reading ages. All staff are able to bid for DP funding in order to support individual or groups of Disadvantaged Pupils with specific needs.

Our prime focus for all Disadvantaged Pupils follows the current research evidence that 'quality first teaching' is the most effective strategy we can employ. Our current drive on embedding 'Metacognition' into the classroom, as well as focusing on feedback and developing peer mentors, furthers our adoption last year of the most effective strategies in the Education Endowment Toolkit (strategies found by research-led evidence to be most effective in improving the progress of Disadvantaged Students) – metacognition, feedback and peer mentoring.

In addition we will embed systemic change which is planned into the way our school is run which addresses the needs of Disadvantaged Pupils, for example, through timetabled transition sessions for Year 7 students, the tutor reading programme and mixed ability teaching in English and Humanities.

We will measure the impact of our interventions through regular reviews, rigorous data tracking and records of student participation in activities.

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools. Diminish the difference between DP and Non-DP progress.	Sept 21
Attainment 8	Achieve national average for attainment for all pupils. Diminish the difference between DP and Non-DP attainment.	Sept 21
% Grade 5+ in English and maths	Achieve English and Maths 5+ scores that are similar schools.	Sept 21
Increase attendance	Improve attendance to national average. Diminish the difference between DP and Non-DP attendance.	Sept 21

Teaching priorities for current academic year

Measure	Activity
Recruitment, retention and professional development of staff	<p>Embed and continue to develop the school 5 fundamentals for teaching and learning.</p> <p>Leaders at all levels rigorously and systematically check the quality of teaching and provide teachers with helpful feedback.</p> <p>All staff to be clear who the disadvantaged students are in their classes, what their needs are and plan to support their accelerated progress. Regular QA ensures this is the case</p> <p>Ongoing quality CPD is delivered to ensure that all teachers are confident in differentiating effectively for their students.</p> <p>Carefully considered seating plans to support the learning of pupil premium students.</p> <p>Pupil premium students are identified on classcharts</p>
Development and implementation of a recovery curriculum	<p>All departments adjusted term 1 delivery to ensure students are assessed and gaps addressed</p> <p>Continued low-stakes assessment and interleaved activities built into lesson resources.</p> <p>Curriculum offer to reflect needs of students – including additional pathway provision and “open bucket” offers that are less reliant on numeracy and literacy</p> <p>All staff trained in use of MS Teams and have access</p> <p>All students trained and have access to MS Teams and have access</p>
Barriers to learning these priorities address	<p>Significant loss of learning from the academic year 2019/20 and changes to the teaching and learning landscape during a pandemic.</p>
Projected spending	£150,000

Targeted academic support for current academic year

Measure	Activity
Improve the literacy development of all students, with a specific focus on establishing a reading culture.	<p>Schemes of work to include key vocabulary at all tiers in all subjects including teaching strategies to support the long-term retention of it.</p> <p>Year 6 reading transition programme. All Year 6 receive the book ‘Wonder’ prior to joining Worthing High.</p> <p>Tutor reading programme promotes reading and comprehension in all lessons and improves reading ages of students</p> <p>Accelerated reader programme promotes reading and comprehension in English lessons and improves reading ages of students</p> <p>Further differentiate for those least literate in literacy lessons.</p>

Intervention strategies to support identified barriers to learning	Identify barriers to disadvantaged students learning beyond the Year 7 coaching transition programme Year 8 intervention to support identified barriers including access to online platforms and homework learning support Year 9 peer academic support in English and Maths
Barriers to learning these priorities address	Lower levels of literacy and numeracy hinder access to the whole curriculum. Disadvantaged students are less likely to have access to additional academic support or tutoring outside of lessons. Accessibility to online platforms.
Projected spending	£15,000

Wider strategies for current academic year

Measure	Activity
Improve the attendance of disadvantaged students	Appointment of Assistant Progress Leaders, who focus on improving disadvantaged pupil attendance Implementation and use of the text project to increase parent attendance knowledge and engagement. School to use the full range of rewards and sanctions available to it to improve and maintain. Case studies/data analysis evidence best practice for engaging the hard to reach. — Targeted support via our pastoral team Rewards for improved and good attendance tailored to year groups. — Appropriate use of fines for unauthorised absence — Engagement in the local authority pupil premium strategy group.
Student positive engagement with school	Increased engagement with wider opportunities including career development programme prior to and during options. Implementation and use of the text project to increase parent attendance knowledge and engagement. Targeted support and assistance with engaging in enrichment opportunities. Use of Y7 coaching transition model to engage families, students with school life at the beginning of their High School career. Continued staff development in developing positive behaviours and building effective relationships.
Barriers to learning these priorities address	A negative school experience leads to lower attendance and therefore less progress.
Projected spending	£5,945

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is given over to allow for staff professional development</p> <p>Recovery curriculum has time to supports rapid catch-up from lost learning during lockdown</p>	<p>Calendared items for staff development including INSET programmes, twilight sessions, teaching and learning forums.</p> <p>Bespoke remote learning CPD.</p> <p>Pupil premium work reviews.</p> <p>Monitoring:</p> <p>Ongoing quality assurances (learning walks, first call drop ins, learning trios, line management of subject areas, governor middle leader presentations).</p>
Targeted support	<p>Not all students engage with wider reading and experience wider opportunities.</p>	<p>Establish tutor time reading programme</p> <p>Develop a support programme beyond transition in Y7 through to transition into KS4 and beyond.</p> <p>Monitoring:</p> <p>Survey students and staff to monitor impact of tutor time reading programme</p> <p>Review of Accelerated reader data</p> <p>Behaviour data</p> <p>Review of student progress</p>
Wider strategies	<p>Parental engagement with school can be low</p>	<p>Appointment of Assistant Progress Leaders, as disadvantaged leads for each year group who are the link to engage with families.</p> <p>Use of the text project as a means to communicate effectively with families that may not have access or readily use the internet.</p> <p>Working closely with the LA and other local schools on cross-school outreach programme</p> <p>Monitoring:</p> <p>Attendance data</p> <p>Behaviour data</p>

Review: last year's aims and outcomes

Aim	Outcome
Progress 8	+0.11 above national average using 2019 data (-0.49) and above South East average using 2019 data (-0.63) Gap between DP and Non-DP at Worthing High -0.73
Attainment 8	41.57 compared national average using 2019 data (40.2) and above South East average using 2019 data (38.0) Gap between DP and Non-DP -14.98
Attendance	DP Attendance, prior to the pandemic's impact on school closures, was 90.23%. The gap between DP and non-DP was 4.5%. The national average attendance in secondary school is 94.8%. The gap between national average attendance and DP attendance at Worthing High was 4.57%.