

Pupil premium strategy statement Worthing High School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Worthing High School
Number of pupils in school	1074
Proportion (%) of pupil premium eligible pupils	14.71%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Autumn 2022
Date on which it will be reviewed	Termly
Statement authorised by	Trustees
Pupil premium lead	E Hopkins
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£181,330
Recovery premium funding allocation this academic year	£53,925
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	£235,255

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, drive attainment, improve attendance and support behaviour for learning.

At Key Stage 3 we have a specific focus on literacy and are increasing the use of the Accelerated Reader programme, Bedrock, 'The Day' and the tutor reading programme to enrich students' vocabulary, comprehension and reading ages.

All staff are able to bid for PP funding in order to support individuals 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. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our current drive on embedding 'Metacognition' into the classroom and developing peer mentors continues with our focus from recent years by developing the most effective strategies identified 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 to address the needs of Disadvantaged Pupils, for example, through timetabled transition sessions for Year 7 students and mixed ability teaching in English as well as additional 'Learn to Learn' lessons for Year 7 as part of the Personal Development offer.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils make good progress.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which school culture requires all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- track the progress that all children are making to ensure good progress is being made and strategies being used are effective
- ensure that all children have access to enrichment experiences such as visits, sporting experiences and enrichment opportunities
- Assistant Progress Leaders will monitor attendance and support parents to ensure their child attends school so that there is no gap between the attendance of disadvantaged children and others

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils is affected to a greater extent by low income, the cost of living crisis and diminished levels of cultural capital than for other pupils.
2	We have noticed a smaller percentage of 'disadvantaged pupils' taking part in extracurricular activities and trips.
3	Observations suggest that lower attaining disadvantaged pupils lack metacognitive skills. They lack the skills to be able to come up with strategies when faced with challenging tasks. This includes the appropriate revision and retrieval skills required for in house and external examinations.
4	Our attendance data over the past year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.
5	Initial assessments with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.

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 maintain improved attainment for disadvantaged students when they leave at the end of KS4.	Reduce progress attainment gap between PP and non-PP students
For all students to have an improved sense of wellbeing including those students who are disadvantaged.	More mental health first aiders to be trained across the school including teaching and non teaching staff. The continued development of the school wellbeing charter.
More disadvantaged students are taking part in both extracurricular activities and trips.	Continued increase in participation in extracurricular activities and trips, particularly among disadvantaged students.
Improved metacognitive skills for disadvantaged students across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning.

	This finding is supported by homework completion rates across all classes and subjects.
Improved reading comprehension across KS3 with a particular focus on disadvantaged students.	Reading scores show a reduced gap between PP and non-disadvantaged learners. Evident increase in knowledge of key skills in literacy shown through low stakes in-class assessments, key skills starters, formal regular assessments and public examinations.
Attendance has increased for disadvantaged students.	Overall attendance of disadvantaged students continues to be above the national average. To diminish the gap from 2022 to 4%

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: £50,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Progress leaders	Each year group has a dedicated Progress Leader who monitors academic progress and attendance of students including disadvantaged pupils. They intervene when appropriate; implementing bespoke strategies in order to improve attainment of disadvantaged pupils.	1, 3, 4, 5
Numeracy lead	The lead teacher for Numeracy identifies gaps in disadvantaged students' knowledge in relation to their understanding of numeracy and implements both bespoke and whole school strategies to improve this. They contribute to the whole school tutor programme, providing a consistent and dynamic approach to developing numeracy.	1, 3
Literacy lead	Using a range of whole school assessments, including initial assessments, the Literacy lead identifies those students for whom literacy is below their chronological age and implements whole school literacy strategies in order to reduce this gap. The Literacy lead works closely with the Library Manager, the Head of English and other key stakeholders in order to provide a bespoke and appropriate strategic approach to developing literacy.	1, 2, 3, 5
Learning to Learn	The introduction this academic year into Year 7 of this bespoke subject addresses gaps in cultural capital, study habits, student wellbeing and metacognition due to disrupted learning experienced by this group over the course of KS2. Additional staffing, leadership and CPD has been required to successfully embed this element of curriculum into KS3.	All

Behaviour team	All members of the behaviour team work closely with disadvantaged pupils in developing cultural capital, positive behaviour for learning and wellbeing. The behaviour team is comprised of both teaching and non-teaching staff as well as an SLT lead and other key stakeholders who all implement a range of strategies to teach, nurture and promote positive behaviours in all areas of the school.	1, 4
Mental health training	10 members of teaching and non-teaching staff are now fully trained 'mental health first aiders' whose key role is to support students who experience poor wellbeing.	1,3
Staff CPD	An extensive CPD programme enables both teaching and non-teaching staff to access pedagogical, leadership and behaviour training through core, department and personal CPD pathways.	All
Peer mediation	Disadvantaged Year 9 students are guided by the DP and Transition lead to coach and mentor younger disadvantaged students in order to promote positive behaviour for learning, attendance and confidence. This provides opportunity and cultural opportunities for both groups of students.	All

Targeted academic support (for example, tutoring, one-to-one support structured interventions) - £51,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assessments	Initial assessments in verbal, non-verbal and quantitative abilities enabling all stakeholders to intervene with students, including disadvantaged students, in appropriate ways.	3, 5
Tutoring	Addition of 2 0.4 members of staff to support the delivery and interventions on Literacy and Numeracy	3, 5
Action your potential	Through a unique programme of bespoke 1:1 coaching and online video courses, using the very latest research in Neuroscience and Cognitive	All

	psychology, Action Your Potential helps students and their parents to understand their brain, unleash it's learning power so they can learn more, remember more, build great well-being and manage their brain's negative biases.	
Accelerated reader	Accelerated Reader enables stakeholders to assess and track reading data of all KS3 students. The Library Manager and students' Literacy teachers are able to intervene and provide appropriate support when required. The Literacy Lead also uses this data in order to implement whole school interventions aimed at narrowing the Literacy gap between PP and non-PP students	1,5
1:1 support	Remote provision facilitated by AYP and to support well-being and study skills.	1, 3, 5
Brilliant Club	Run by the HPA lead, this initiative provides Year 8 PP students with a further education experience and tutoring from a university academic on a project of their choice.	1, 2, 3, 5
Technical Skills Day	Weekly vocational offer for selected year 10 and 11s	1, 2, 3, 4

Wider strategies (for example, related to attendance, behaviour, wellbeing) - £133,789

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral leaders	Each year group as a designated Assistant Progress Leader whose sole role is to track, monitor and intervene with the attendance of PP students if required	4
PP leaders	SLT lead and DP and transition lead oversee both strategic and operational interventions linked to PP students	All
Subscriptions inc. The Day, Tassomai	A range of subscriptions promote academic and pastoral support for PP students.	All
Counselling	Targeted support for specific PP students	1,3
FSM	All students claiming FSM have access to food provided by the school including on school trips.	1,2,4

Transport	Transport for PP students is always covered by the school for trips and any other occasion when this is required	1,2,4
Enrichment activities	All enrichment activities must specify a PP cohort as part of the overall cohort number.	1, 2
Misc.	Any other appropriate support required for PP students	All

Total budgeted cost: £235,255 (contingency £6,000)

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 2021 to 2022 academic year.

Intended outcome	Success criteria
To have improved attainment for disadvantaged students when they leave at the end of KS4.	3 year trends show improved outcomes for KS4 students based on external examinations.
For all students to have an improved sense of wellbeing including those students who are disadvantaged.	A number of mental health first aiders as well as a Mental Health lead have been appointed and trained. Steps have been taken to enable students to easily communicate their concerns to these members of staff. External agencies that students and parents can contact are regularly communicated and are a permanent fixture on our website. Reduced reports of students suffering from poor wellbeing
More disadvantaged students are taking part in both extracurricular activities and trips.	All trip leaders trained to ensure strategies are used to not only encourage disadvantaged students to participate in both extracurricular activities and trips, but that they are not further disadvantaged due to funding issues. Costs for these activities are always covered by the school for these students.
Improved metacognitive skills for disadvantaged students across all subjects.	Core in house CPD for all staff focuses on a range of metacognitive skills and strategies. This has been embedded over the course of the year.

Improved reading comprehension across KS3 with a particular focus on disadvantaged students.	A reduction of the gap between literacy levels on PP and non-PP students
Attendance has increased for disadvantaged students.	Attendance of PP students in comparable to non-PP students

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
none	

