

Pupil premium strategy statement Worthing High School

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 | Worthing High School |
| Number of pupils in school | 1051 |
| Proportion (%) of pupil premium eligible pupils | 16.37% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2025-2026 |
| Date this statement was published | Autumn 2025 |
| Date on which it will be reviewed | Termly |
| Statement authorised by | Trustees |
| Pupil premium lead | E Hopkins |
| Governor / Trustee lead | Neil Ambrose |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £173,075 |
| LAC & Service Children PP | £27,000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £8,646 |
| 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 | £208,721 |

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. We are also continuing with our small group Intervention project which utilises the Rapid Plus package which promotes small group discussion around reading skills. This is being led by our Literacy Coordinators.

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. Whole school core CPD, which utilises the EFA's 'Embedding Formative Assessment' focuses staff on providing the best planning, the best delivery and the best feedback for DP students.

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 the continuation of the '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 through the use of adaptive teaching strategies including EFA strategies (this will be quality assured by leaders across the school)
- 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 (This will be through our Priority DP mentoring and 'Known and Loved')

- track the progress that all children are making to ensure good progress is being made and strategies being used are effective (Progress Leaders will have a fixed item agenda during line management meetings in order to ensure this)
- ensure that all children have access to enrichment experiences such as visits, sporting experiences and enrichment opportunities
- Tutors will monitor attendance and support parents to ensure their child attends school so that there is a reduced gap between the attendance of disadvantaged children and others
- Continued participation in the WSCC 'Everyone Achieves' project which aims to create a collaborative culture of sharing best practice throughout similar schools in the locality.
- Develop and sustain the alternative provision offer in order to ensure the curriculum can be accessed by all students

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 and age related literary levels. 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 although this is amongst a small minority of students within the disadvantaged group. |
| 5 | Entry data and initial assessments with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension and mathematical understanding 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. Development of raising standards meetings to prioritise the progress and attainment of DP students. | Reduce progress attainment gap between PP and non-PP students |
| More disadvantaged students are taking part in both extracurricular activities and trips to support an improved sense of wellbeing and belonging. | Continued increase in participation in extracurricular activities and trips, particularly among disadvantaged students. Tracking of this group to be an explicit focus. |
| 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. |
| Improved numeracy across KS3 with a particular focus on disadvantaged students. | Scores on Sparx maths show a reduced gap between PP and non-disadvantaged learners. Evident increase in knowledge of key skills in numeracy shown through low stakes in-class assessments, key skills starters, formal regular assessments and public examinations. |
| Attendance to increase for disadvantaged students. | To diminish the gap between PP and non-pp to within 5%. An increase in PP attendance from that of 2024/25 |

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: £97,949

| 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 leads | Using a range of whole school assessments, including initial assessments, the Literacy leads 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 leads 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 continuation of this in Year 7 addresses gaps in cultural capital, study habits, student wellbeing and metacognition. Additional staffing, leadership and CPD has been required to successfully embed this element of the 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 |
| Staff CPD | An extensive CPD programme led by the AHT for T&L and teaching staff, enables both teaching and non-teaching staff to access adaptive teaching, leadership and behaviour training through core, department and personal CPD pathways. (EFA project) | All |
| Peer mediation | Disadvantaged Year 9 students are guided to coach and mentor younger disadvantaged students in order to promote positive behaviour | All |

| | | |
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| | for learning, attendance and confidence. This provides opportunity and cultural opportunities for both groups of students. | |
|--|--|--|

Targeted academic support (for example, tutoring, one-to-one support structured interventions) - £19,600

| 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 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 psychology, Action Your Potential helps students and their parents to understand their brain, unleash its learning power so they can learn more, remember more, build great well-being and manage their brain's negative biases. Group intervention through access to PODS to develop study and revision skills. This will enable students to diminish the attainment gap. | All |
| 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 and the Inclusion Department, also use this data in order to implement whole school interventions aimed at narrowing the Literacy gap between PP and non-PP students | 1,5 |
| 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) - £91,372

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Pastoral leaders, Assistant Progress Leaders, Tutor teams | Each Year group has a tutor team and one of their main responsibilities is the monitoring of student attendance. They are the first point of contact with home | 4 |

| | | |
|---|--|------------|
| | regarding any student absence. Promoting and supporting positive mental health strategies. | |
| PP leaders | SLT lead oversees both strategic and operational interventions linked to PP students | All |
| Rewards | Targeted, individually designed reward schemes for specific pupils | 1, 2, 4, 5 |
| Subscriptions: Educake, Exampro, Smart Revise, Duolingo, Linguascope, Everlearner, Boost, Bedrock, Sparx. | 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 and parents/carers of PP students are always contacted first regarding any upcoming trips. | 1, 2 |
| Misc. | Any other appropriate support required for PP students | All |

Total budgeted cost: £208,721

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 2024 to 2025 academic year.

| Intended outcome | Success criteria |
|---|---|
| To maintain improved attainment for disadvantaged students when they leave at the end of KS4. Development of raising standards meetings to prioritise the progress and attainment of DP students. | Narrowing the attainment gap by 3 A8 points. |
| 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. |
| More disadvantaged students are taking part in both extracurricular activities and trips. | Established method of tracking participation in extracurricular activities. |
| Improved metacognitive skills for disadvantaged students across all subjects. | EFA programme has shown through QA learning walks students' increased levels of participation in their own feedback and learning |
| Improved reading comprehension across KS3 with a particular focus on disadvantaged students. | All students' reading scores improved by the end of KS3. Disadvantaged students, at the end of KS3, had on average a 7 month growth in their reading scores. |
| Improved numeracy across KS3 with a particular focus on disadvantaged students. | Students, including PP students, increased their times tables fluency. |

Attendance has increased for disadvantaged students.

Attendance of disadvantaged students improved from the previous academic year

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 | |
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