Pupil premium strategy statement

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	Warblington School
Number of pupils in school	734 (229)
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mike Hartnell, Headteacher
Pupil premium lead	Cara Gregory, Assistant Headteacher
Governor / Trustee lead	Colin Swettenham, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation academic year 2023/24	£169,740.00
Recovery premium funding allocation this academic year	£25,440.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£195,180.00

Part A: Pupil premium strategy plan

Statement of intent

Our vision is to be a centre of excellence at the heart of the local community by delivering an exceptional education for every individual through consistently inspirational and challenging teaching; where we show pride in our exemplary standards as together we celebrate reaching our aspirational goals.

Here at Warblington School, we adopt a whole school approach in which all staff take responsibility for disadvantaged pupils'. Our intention is that all pupils, irrespective of their background or the challenges they face, fulfil their true potential.

High quality first teaching is most definitely at the heart of our approach, implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. We aim to provide an inclusive and inspiring teaching and learning environment for all pupils enabling them to succeed whilst raising lifelong aspirations, preparing them for the next stages of their education and ultimately, the real world.

The aim of our pupil premium strategy is to support our pupils so they can succeed academically, personally, socially and emotionally through careful planning, regular tracking, targeted support and tailored intervention. In order to help our pupils excel, we believe in the personalised approach, where individual needs are listened to and catered for including providing challenge.

Challenges

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

Challenge number	Detail of challenge
1	**Outcomes** Disadvantaged pupils are still not reaching the required attainment levels at the end of KS4. We have seen a 3% improvement in 4+ English and Maths for disadvantaged pupils in the last year, although there is still a 17% gap between them and their non-disadvantaged peers. 4+ English and Maths individual outcomes for disadvantaged have shown improvement, 10% in Maths and 3% in English, however the gap is still at 6% and 10% .
2	**Attendance** When analysing attendance data, absenteeism is negatively impacting disadvantaged pupils' progress. This is evidenced again in our overall 2022/23 attendance for disadvantaged at 83.7% compared to 89.7% for non-disadvantaged with the national average being 89.4%. Our year 11 data showed a 7% attendance gap and a 1.2 average GCSE grade gap. As a consequence of absence, the level of engagement once pupils are present in school is concerning, this is potentially due to the large amount of work missed and time out of lessons.
3	**Active engagement in learning** Our observations suggest that some pupils can too easily opt out of learning allowing themselves to be distracted in the lesson and not fully engaged.
4	**Reading for Attainment** After conducting the New Group Reading Test (NGRT) with years 7 to 10, results show that the average reading age per year group is always higher for non-disadvantaged pupils compared to their disadvantaged peers. Year 7 11.3 for disadvantaged, 11.6 for non-disadvantaged, Year 8 10.8 for disadvantaged 12.3 non-disadvantaged, Year 9 11.5 for disadvantaged 12.9 non-disadvantaged, Year 10 12.9 for disadvantaged 13.4 non-disadvantaged. Although all staff have received training through CPD sessions on reading strategies it is imperative that these are now initiated and embedded within curriculum areas to improve attainment levels.
5	**Promoting equality of opportunity so all pupils can thrive together** We understand that all pupils need to feel included within our school community in order to thrive and be the best that they can be. Sometimes, parents and carers struggle to engage with the school because they have a barrier towards education and need support to be empowered to help students living with them.

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
Improved attainment among disadvantaged pupils across the curriculum	*To improve on the 2022/23 disadvantaged outcomes of A8 2.9, working towards the National Average of their non-disadvantaged peers at 4.9. *Each student to make 0.4 of an average grade better using 1:1 Tuition in English and Maths utilising NTP.
Disadvantaged pupils to have improved school attendance and reduce amount of persistent absenteeism.	*Year on year improvement in year group attendance. *Disadvantaged pupils to have attendance in line with their non-disadvantaged peers, achieving at the minimum national average. *Reduce amount of persistent absentees *Reduce time in Reflection Room/Wave to maximise the quality of education within the classroom. *Reduce lesson time lost through time in Wave
Active engagement in all lessons	*Teachers ensuring all disadvantaged pupils are actively engaged in learning; -checking learning and understanding and responding accordingly -variety of methods to check understanding of task e.g. use of mini whiteboards *Lesson observations show disadvantaged pupils actively engage in learning; -answering questions -engaging in peer talk -contribute to class discussions *Pupils positively report on use of resources through student voice
Improved reading ages for attainment within all curriculum areas	*Disadvantaged pupils to have reading ages in line with their non-disadvantaged peers. *Improved engagement in STAR intervention sessions with scheduled Tutor and Head of House monitoring. *Positive feedback from student voice on reading material and activities within STAR. *Improved phonics result following interventions

Promoting equality of opportunity so all pupils can thrive together	*Attendance of disadvantaged pupils at extra-curricular opportunities meets or exceeds that of their non-disadvantaged peers *Attendance at community events- Open Evening tour guides, Year 7 & 8 Disco, Christmas Fayre

Teaching (for example, CPD, recruitment and retention)
Budgeted cost: £ 38,500.00

Activity 2023/24	Evidence that supports this approach	Challenge number(s) addressed
Providing personalised professional development for staff focussing on the quality of education. Encouraging staff to take ownership of their own learning for the benefit of all students.	The GTT is a set of tools to develop great teaching in every context. Personalised curriculum for teacher learning. Great Teaching Toolkit: Evidence Review - Evidence Based Education	1,3
Head of Year 11 appointment made	Providing a Year 11 strategy which can be successfully embedded and monitored across the year. This includes P6 revision session timetable and attendance.	1
Providing CPD and a classroom guide to support all teaching and learning staff.	The OAIP describes reasonable adjustments that can be made through quality first teaching along with provided examples of tailored approaches and strategies in order to meet the needs of all students. Ordinarily Available Inclusive Practice (OAIP)	Tools for schools (local-offer.org)	1, 3

Activity 2023/24	Evidence that supports this approach	Challenge number(s) addressed
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will support professional development by providing subject CPD and implementation time.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject; Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English; word-gap.pdf (oup.com.cn)	4

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £32,750.00

Activity 2023/24	Evidence that supports this approach	Challenge number(s) addressed
One to one tuition using the National Tutoring Programme	The NTP provides schools with the funding to spend on targeted academic support delivered by trained and experienced tutors and mentors. National Tutoring Programme - Education Development Trust (edt.org) The DfE guidance has been created to give information to school leaders on how to provide tuition for pupils using the NTP National Tutoring Programme: guidance for schools 2022 to 2023 - GOV.UK (www.gov.uk)	1

Activity 2023/24	Evidence that supports this approach	Challenge number(s) addressed
Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who additional help to comprehend texts and address vocabulary gaps. Following the introduction of our whole school STAR time, small targeted intervention groups will start based on reading age data.	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; Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF	4
Purchasing of New Group Reading Test (NGRT)	The NGRT is a standardised, termly assessment that reliably measures reading skills against the national average. Using NGRT in secondary schools - GL Assessment (gl-assessment.co.uk)	4
Resources to include; Ready to Learn equipment, Revision guides, Music lessons, Extra-curricular trips and visits.	Ensuring all students are resourced adequately ensuring they have all the necessary resources and equipment as well as having access to extra-curricular lessons and trips.	1,3, 4

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

Budgeted cost: £54,000.00

Activity 2023/24	Evidence that supports this approach	Challenge number(s) addressed
Staff will get CPD training and time to develop and implement new procedures Attendance officer to work alongside Head of Houses to lead tutors to take responsibility to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Embedding principles of good practice set out in	2, 4

Activity 2023/24	Evidence that supports this approach	Challenge number(s) addressed
SENDCO to be directly involved in focus group, with the strategy focussing on improving attendance for students with SEND.	DfE's Improving School Attendance advice.	
Investment in the school library service to help develop our library service including resources to support the whole school curriculum.	Hampshire Services provide access to a wide range of carefully selected resources, training and advisory services to enable schools to maximise the benefits of their own libraries for their pupils. Services for schools - School Library Service	Hampshire County Council (hants.gov.uk)	4
Mentoring (Hub and Pastoral)	Mentoring targeted at specific needs, academic and non-academic outcomes; attitudes to school, attendance and behaviour. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring Mentoring interventions are found to be more beneficial with disadvantaged pupils, due to the development of trusting relationships and can provide a different source of support.	4

Total budgeted cost: £125,250.00

Part B: Review of outcomes since the start of the strategy

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Attainment Outcomes (refer to appendix A)

When evaluating the impact of our pupil premium strategy on GCSE attainment outcomes, we have identified some areas of improvement, although pupils are still not reaching the attainment levels needed. We have seen a 3% improvement in 4+ English and Maths for disadvantaged pupils in the last year, although this is in the context of a drop for non disadvantaged. 4+ English and Maths individual outcomes for disadvantaged have shown improvement, 10% in Maths compared to 7% for non and 3% in English compared to a decrease 13% for non, meaning the gap has considerably closed from 26% to 10%. The have remained similar to last year with a gap of 26% between disadvantaged pupils and their non-disadvantaged peers. A change in leadership in Maths with a new shared vision and Year 11 strategy focusing on a sense of belonging has been largely responsible for these improvements in outcomes, including emergency schemes of work, period 6 as an expectation, revision books, holiday sessions. We must now learn from this and replicate where possible across the school.

When analysing the impact of Year 11 attendance on outcomes, we found that the average attendance for non-disadvantaged year 11 pupils was 91% compared to 83% for disadvantaged and this is likely to have significantly impacted on pupils' grades. The average grade achieved by non-disadvantaged pupils was 4.1 this drops to 2.9 for disadvantaged pupils, showing a 8% gap. These gaps must be reduced and therefore will remain a key focus for this academic year of 2023-2024.

Attendance

Attendance is a key area of focus for us moving forwards as we are not yet seeing the desired impact. Disadvantaged pupils had whole school attendance of 83.7% compared to the attendance of non-disadvantaged pupils at 89.9%, therefore it is still lower than National Average at 89.4%. Unfortunately, this was 2% lower than in 2021-22. We have, however, seen some clear impact within individual case studies; a year 10 student who suffers with mental health has increased his attendance by 5% with the help of an LSA and the school working closely with Hampshire Inclusion. A year 8 student who refused to come into school last year has worked with our pastoral team and as a result, initially had a reduced timetable but is now attending full time.

Behaviour Incidents

Introducing SLT duty days has raised staff presence and support during lesson time which has enabled a quicker response time to any behaviour incident which has led to a calmer environment. *"Behaviour seen throughout the day would align with the self evaluation, with the school being calm and orderly, with pupils following staff instructions with respect."*

Hampshire Inspectorate and Advisory Service, March 2022

Although there is little difference between the percentage of disadvantaged pupils who are missing learning due to isolation or reflection and their non-disadvantaged peers, reducing the amount of time out of class remains an ongoing priority for the school as on average 9 hours of education is missed across the year.

Time spent in our wave room, which a day in isolation, was slightly higher for disadvantaged students at 23% (75 students for 322 occurrences) compared to 20% of non-disadvantaged (108 students for 539 occurrences). Whereas time spent in the reflection room, which is the remainder of a lesson if students have been sent out was higher for 16% of non disadvantaged (120 students from 738 incidents) compared to 14% of disadvantaged (79 students from 549 incidents). These statistics therefore suggest our behaviour system is supportive to students and is enabling our students to meet our expectations. When comparing these statistics to the previous academic year, time in reflection room were lower at 9% for disadvantaged and 12.5% for non disadvantaged, however time in our wave room were considerably higher at 51% for disadvantaged and 34% for non disadvantaged, showing that pupils are learning from mistakes and are able to reflect and self-regulate preventing the bigger issues which result in a day out of circulation, they are also taking the warnings and using the reflection time successfully.

Wellbeing

The pastoral team has been growing over recent years with the addition of two new pastoral mentors and a non-teaching head of house, providing far more capacity to support pupils with their well-being. We are confident that this work is having impact on pupils as pupils voice has shown that pupils feel safe in school, they always have someone to talk to and know where they can go for support. Pupils feel they are listened to and when they raise concerns, these concerns are taken seriously, *'Keeping pupils safe is at the forefront of everyone's minds. Staff build strong working relationships with pupils and families.'* Ofsted, July 2023. As a result we have been able to reduce the amount of students needing a 'time-in'card from 134 to 74.

There have been 948 safeguarding concerns raised about 194 (84%) of our disadvantaged pupils compared to 1053 concerns raised about 310 (69%) of our non-disadvantaged pupils confirming the support needed for social and emotional issues. This confirms that our pastoral team are able to and continue to deal with the well-being, mental health and safeguarding requirements through the carefully initiated and implemented processes and procedures which are now embedded within the school's vision, values and ethos.

Reading

Evidence shows that our reading intervention programme, enabled pupils to make progress. 132 pupils (108 disadvantaged) were targeted for STAR intervention over three terms; an LSA leading a whole class reader with a group of 6 pupils. Term 1 saw 7 months of progress for disadvantaged pupils (49) compare to 11 months of non-disadvantaged pupils (13). Term 2 saw 5 months of progress for disadvantaged pupils (39) compare to 6 months of non-disadvantaged pupils (6). Term 3 saw 3 months of progress for both disadvantaged (20) and non-disadvantaged pupils (5), therefore by the end of the year there was no gap in terms of progress made. We intend to continue with these interventions and all pupils will now be tested annually using NGRT, as this will help us to more effectively evaluate the impact our work on reading in pupils' progress and will inform teachers' planning.

Access to Further Education and Careers Guidance

All pupils have attended job interview day, career interview and completed their work experience. All pupils are encouraged to attend at least one college taster day and all students moved on to the next phase of their education journey with the results they achieved, suggesting that our careers work has helped all students to access guidance with future careers and further education.

Appendix A

Maths and English

	2021/22 4+	2022/23 4+		2021/22 5+	2022/23 5+	
PP	38%	41%	↑ 3%	19%	17.5%	↓ 2.5%
Non- PP	63%	58%	↓ 5%	41%	44%	↑ 3%

Maths

	2021/22 4+	2022/23 4+		2021/22 5+	2022/23 5+	
PP	59%	69%	↑ 10%	41%	41%	
Non- PP	68%	75%	↑ 7%	52%	58%	↑ 6%

English

	2021/22 4+	2022/23 4+		2021/22 5+	2022/23 5+	
PP	45%	48%	↑ 3%	24%	31%	↑ 7%
Non- PP	71%	58%	↓ 13%	52%	47%	↓ 5%

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

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?	