Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2024 to 2025 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	769 (257)
Proportion (%) of pupil premium eligible pupils	33.4%
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 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mike Hartnell, Headteacher
Pupil premium lead	Michael Godfrey Assistant Headteacher
Governor / Trustee lead	Colin Swettenham, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation academic year 2024/25	£254,315
Recovery premium funding allocation this academic year	£0
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	£254,315

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 everybody's 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. In the intended outcomes detailed below is the intention that disadvantaged pupils' attainment improves with the attainment gap closing in the context of improving attainment for all. 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** Despite significant improvements in disadvantaged outcomes from 2023-24, disadvantaged pupils are still not reaching the required attainment levels at the end of KS4. Although attainment outcomes show an improving picture, the gap between disadvantage and non-disadvantage remains significant, highlighting the need to ensure disadvantaged pupils make accelerated progress.
2	**Attendance** We are acutely aware of the impact of attendance on attainment outcomes. When analysing attendance data, absenteeism is negatively impacting disadvantaged pupils' progress. This is evidenced again in our overall 2023/24 attendance for disadvantaged at 86.6% compared to 91.15% for non-disadvantaged with the national average being 90.9% for **all** secondary students and 88.9% for FSM students.
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 be fully engaged. Teachers will implement different strategies to decrease passivity in lessons.
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. 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. Teachers need to use Reading age data to inform activities and lessons.
5	**Broader vistas** We understand that low income families can impact the breadth of pupils' experiences and our assessments suggest that this may be impacting pupils' aspirations. We want to encourage these students to experience more, have high aspirations of their own academic and personal achievements, have a career aspiration and broaden their cultural capital.

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 2023/24 disadvantaged outcomes of A8 3.2, working towards the National Average of their non-disadvantaged peers. *To close the gap in key attainment measures between disadvantaged and non-disadvantaged cohorts.
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
Active engagement for the Disadvantaged 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	*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

Broadening vistas – An increased number of PP students represent the school in public and school events, which increases their approach to education as evidenced by ATL grades whilst also having clear individual career aspirations.	*PP students attitude to learning score is in-line with non-PP. This also includes quality of classwork and quality of home learning. * An increased number of PP students attend extra-curricular, educational visits travelling outside of the local area, attending the theatre, dining at restaurants, attending sports fixtures and represent the school (in an ambassador-role) in 'out-of-hours' events e.g. Parents evening/Open evening etc. *More students (and more students in younger year groups) will know what they want to do as a career or what they intend to go onto after school. Evidenced by student voice.

Teaching (for example, CPD, recruitment and retention)
Budgeted cost: £ 127,157

Activity 2024/25	Evidence that supports this approach	Challenge number(s) addressed
Head of KS4 appointment made	Providing a KS4 strategy which can be successfully embedded and monitored across the year. This includes P6 revision session timetable, attendance, behaviour, attainment and data tracking.	1,2

Activity 2024/25	Evidence that supports this approach	Challenge number(s) addressed
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
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.	S[ls](#) 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: £53,578

Activity 2024/25	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

Activity 2024/25	Evidence that supports this approach	Challenge number(s) addressed
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
Purchasing and running of little Wandle phonics program	Used to support the reading for our students whose reading age is significantly lower than their chronological age https://www.littlewandleletters andsounds.org.uk/about-us/our-pedagogy/	4
Maths intervention (Small group)	Students who are not progressing well enough are identified quickly and placed into a small-group maths intervention https://educationendowmen tfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	4

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

Budgeted cost: £73,000

Activity 2024/25	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. SENDCO to be directly involved in focus group, with the strategy focussing on improving attendance for students with SEND.	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 DfE's Improving School Attendance advice.	2, 4
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
TLR being made available for responsibility of Educational Visits.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/evaluation/eef-evaluation-reports-and-research-papers/syntheses-of-eef-evaluations/learning-about-culture-overarching-evaluators-report	5
Purchasing of data analysis platforms including Power Bi in order to track the impact of different interventions and initiatives.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation	1,2,3,4,5

Activity 2024/25	Evidence that supports this approach	Challenge number(s) addressed
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

Total budgeted cost: £254,315

Part B: Review of the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year

Attainment data/Outcomes

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that students eligible to receive Pupil Premium funding did perform better in this academic year than the previous including a slightly improved attainment 8 school and a more positive looking progress 8 school (provisional). Additionally, the percentage of the cohort achieving a 4+ in English and Maths also rose by 3%, up from 32% to 35% and the percentage of 5+ for English and Maths also rose by 1%.

Pupil Premium GCSE results	2022-23	2023-24	Improvement
Attainment 8	3.33	3.29	-0.04
Progress 8 (prov)	-1.1	-0.89	+0.21
English and Maths 4+	32%	35%	3%
English and Maths 5+	11%	12%	1%

Non-Pupil Premium GCSE results	2022-23	2023-24	Improvement
Attainment 8	4.36	4.46	+0.10
Progress 8 (prov)	-0.64	-0.19	+0.45
English and Maths 4+	64%	70%	6%
English and Maths 5+	49%	50%	1%

We think it's also important to highlight the FSM outcomes in this evaluation document.

FSM GCSE results	2022-2023	2023-2024	Improvement
Attainment 8	2.9	3.2	+0.3
Progress 8 (prov)	-1.32	-0.83	+0.49
English & Maths 4+	24%	36%	+12%
Eng and Maths 5+	5%	14%	+9%

Attendance to school and in lesson

We have also drawn on school data and observations to assess wider issues impact disadvantaged pupils' performance including attendance and behaviour. This includes attendance in school and in attending lessons.

Attendance continues to be a key drive for the Warblington Community as we understand the importance of students being not only in school but in the classrooms learning. Pupil Premium students, as a whole in the 22-23 academic year achieved 88.17% attendance whilst the non-pp students achieved 92.1% attendance, a gap of 3.93% percent. Following on from this, in the 23-24 academic year, Non PP

students were in school 91.15% and their PP counterparts were in 86.6%. A gap of 5.15%. Whilst this data isn't positive, at the start of the 24-25 academic year and with various attendance initiatives, PP students are outperforming the national PP attendance figures. From Sept – Nov 24, 2 year groups are surpassing the PP national attendance. Year 7 have an attendance score of 93.7 and nationally, this is 92.6% a gap of +1.1% whilst year 8 are also above the PP national figure by +0.3%.

Additionally, when PP students are compared with previous time frames, PP attendance has risen. In Sept-Oct 23 attendance for PP students was 87.48 and in Sept-Oct 24, attendance rose to 88.48% (A 1% increase) Additionally, in July 24 attendance for PP students was 84.71% whilst returning back after the summer break, attendance rose to 89.76%. In summary, this data shows that although attendance over the last couple of years has been sporadic, green shoots are starting to appear, especially with the younger year groups. We also acknowledge that whilst students may be attending school, they may not be attending their timetabled lessons. Therefore, this has also been a focus for us. At the end of the 23-24 academic year, a revised behaviour blueprint was implemented. This encouraged students to remain in the classroom where possible so that students maximised learning time. The total number of learning hours that students spent in the WAVE room for the first 1.5 weeks in 2023 was 110. This dropped to 31 in the first 1.5 weeks of 24-25 indicating that students were in lessons more. This continues into week 2 where 23-24 hours were 150 and 24-25 were 28 and week 3, 180 hours lost in 23-24 and 71 in 24-25.

Hours spent in WAVE room	2023-24	2024-25
First 1.5 weeks of Aut 1	110	31
Week 3 of Aut 1	150	28
Week 4 of Aut 1	180	71

There are also some key case studies in the school, where for example, a student in the autumn term 23 had an attendance of 37.2%. Interventions were applied including having a key adult and in Aut 24 has an attendance percentage of 75%. Another student had 47% attendance for Autumn 23 and has risen to 93% for Aut 24 due to the impact of various interventions.

Active engagement and Quality of Teaching and learning:

We know that research points to the biggest driver for making a positive difference with students is quality first teaching. Throughout the year, lessons have been observed and drop ins have regularly taken place in on in order to track the quality of delivery. We continue to focus our T&L strategy in line with Great Teaching Toolkit (GTT). In Autumn 23, 25% of the GTT was judged to be below expectation during observations of lessons. This progressed to 20% in the spring term following different CPD interventions. Finally, in the final term of the year, on average 10% of the GTT was pinked when observing lessons. This follows a similar trend with learning walks where the amount of 'pinks' during autumn term was 10% and dropped to 2% in the summer term. Additionally, more AFL and use of mini-whiteboards were seen in order to check understanding and to inform future planning.

Reading ages and phonics

At Warblington, we know and understand the importance of students being able to read and comprehend texts. Throughout the year, our literacy lead has worked hard to progress our reading interventions on and to develop them further. The data below shows that the reading age gap between PP and non PP students has closed in all year groups. Additionally, the reading age for disadvantaged students in the 2024 cohort are now, on average reading in line with their chronological age. It is also

important to note that this data does not reflect a full year between testing as we moved to NGRT in September and tested them again in June of the same academic year.

2023	Year 7	Year 8	Year 9	Year 10	Year 11
COHORT	11.6	12.3	12.9	13.4	14.1
Non-DIS	12.3	12.9	13.8	13.9	14.3
DIS	11.0	11.9	12.9	13.0	13.9
Gap in Yr.mth	1.3	1.0	0.11	0.9	0.6

2024	Year 7	Year 8	Year 9	Year 10	Year 11
COHORT		12.10	13.1	13.10	14.3
Non-DIS		12.13	13.4	13.11	14.5
DIS		12.5	12.9	13.5	14.2
Gap in Yr.mth		0.8	0.7	0.6	0.3

Promoting equality of opportunity so all pupils can thrive together

We have had a big push on educational visits in the year and this includes involving as many PP students as possible in these external trips. In the 22-23 academic year there were 26 external trips, 0 of these were overseas. Over this year, there were 762 spaces for trips. These were taken by 33 PP students equalling 4%. Compared with the academic year 23-24 there were 48 visits, 1 of which was overseas. In this year, there were 1647 spaces on external trips and 232 places were filled by PP students equalling 14%. A 250% increase. It's also worth highlighting that the number of opportunities has risen by 116% and therefore the % of PP students has risen more than the % increase in opportunities.

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?	