Pupil premium strategy statement

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	Westhoughton High School
Number of pupils in school	1338
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022/3 – 2025/26
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	N S Coe
Pupil premium lead	C Cronin / C Unsworth
Governor / Trustee lead	J Murphy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£301,015
Recovery premium funding allocation this academic year	£22,257
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	£323,272

Part A: Pupil premium strategy plan

Statement of intent

All pupils at Westhoughton High School will make good progress in all subjects through quality-first teaching and increased opportunities for reinforcement of learning at home. We are committed to mitigating disadvantage

Through our learn ethos and values we will ensure that all students experience a school where we:

Look After Each Other

Enjoy School

Aim High

Respect ourselves, each other and the environment

Never Stop Learning

Driven by these values our policy will aim to ensure that our disadvantaged pupils make progress in line with their peers and leave the school as confident successful young adults.

Challenges

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

Challenge number	Detail of challenge
1	Lower attendance and late arrival to school results in weaker readiness for learning, particularly for those with SEND and/or high-level inclusion needs.
2	Weaker skills in metacognition and self-regulation impact significantly, particularly those who are HPA, boys or with SEND.
3	Lower chronological reading ages and limited variety of tier two and tier three vocabulary.
4	Students with high level behaviour / inclusion needs struggle to connect to learning as a result of unmet basic needs (Maslow's Hierarchy of Need).
5	Some students lack the confidence to try new learning, particularly when there are evident gaps in their prior knowledge. Some lack the confidence and / or

	personal motivation to achieve their personal best.
6	Low levels of basic numeracy skills such as applying the four operations limits progress and understanding of the key stage 3 mathematics curriculum.

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
• Attendance of PPG pupils to be no lower than that of their non-PPG peers. • Attendance of PPG pupils to be at or above national average (96%).	• Attendance of PPG pupils to be at or above national average (96%). • Reduce persistent absence to match national average for non – PPG.
• Close the PPG/others attainment gap. • Pupil Premium pupils in HPA, SEND, boys sub-groups will not display a larger attainment gap.	• Pupils eligible for PPG attain as highly as their non-PPG peers and the progress gap is diminished.
• Raise Literacy and Numeracy levels for PPG pupils in Key Stage 3.	• The % of PP pupils in key stage three making expected progress is in line with their non-PPG peers
• Reduce the proportion of PPG pupils with a fixed-term suspension.	• Suspensions statistics for PPG pupils improve in-line with non-PPG peers
• Raise aspirations and build confidence of all PPG pupils. • All pupils will have sustained post-16 destinations.	• School measures of confidence (PASS survey) to show no PPG/non-PPG gap. • 100% of PPG cohort have post 16 offers and PPG NEET figure is 0.

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: £98,856

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teaching staff. To focus on: • Literacy strategies • Collaborative Learning • Feedback • Metacognition & Self-Regulation • Reading Comprehension Strategies	• EEF Teaching Toolkit. Collaborative Learning can add 5 months to learning • EEF Teaching Toolkit. Feedback can add 6 months to learning. • EEF Teaching Toolkit. Metacognition can add 7 months to learning • EEF Teaching Toolkit. Reading Comprehension Strategies can add 6 months to learning	2,3,6
Use of IRIS to facilitate teacher reflection and feedback / improve performance / inform CPD	• EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.	2,3,6
Continued recovery curriculum for students who's learning has been the most adversely affected by Covid-19 absences	• EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.	2,3,6

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

Budgeted cost: £85,918

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Support	• EEF - small group tuition is effective. Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better.	2,3,4,6
Literacy intervention	• EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. • Sutton Trust – quality first teaching has direct impact on student outcomes. • EEF stresses that improving literacy improves student outcomes overall - increases GCSE attainment and thereby life choices. EEF research shows online books and electronic readers increased reading ages and comprehension.	2,3,6
Numeracy Intervention	• EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. • Sutton Trust – quality first teaching has direct impact on student outcomes. • Identified students will increase their literacy skills and be able to access the curriculum more effectively, increasing their attainment overall.	2,3,6
Key Stage 4 Revision	• EEF Teaching Toolkit. Metacognition can add 7 months to learning • EEF Teaching Toolkit. Extending school time can add up to 3 months • Schools boost the self-esteem, aspirations and worth ethic of more vulnerable children, many of whom are on Free School Meals." TES. David Linsell 2012	2,3,4,6

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

Budgeted cost: £ 254,813

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Emotional, Social and Mental Health support.	EEF – social and emotional learning – improves interaction with others and self - management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.	1,2,3,4,5,6
High Level Inclusion Support. School Counsellor Behaviour Support Team	EEF Toolkit - Parental involvement is consistently associated with pupils' success at school. Research shows that students who receive appropriate affective support perform better in school (Deslandes et al., 1997). National College Research cites effective embedded reward policies as being a contributory factor to improving attainment and engagement	1,2,3,4,5,6
Raising confidence (and aspiration) CEIAG	EEF - Raising aspirations is often believed to be an effective way to motivate pupils to work harder so as to achieve the steps necessary for later success. NCOP - This new programme aims to increase the number of young people from disadvantaged backgrounds in higher education by 2020.	5
Attendance and Punctuality Strategy.	PPG students are three times as likely to be persistent absentees than their non PP peers. DFE document "Pupil absence in schools in England: 2015 to 2016" SFR 14/2017	4
PPG Wallet	PPG students are not inhibited by financial constraints, in turn raising their participation and attainment overall. Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. EEF – sports participation increases educational engagement and attainment. EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.	1,2,3,4,5,6

Total budgeted cost: £ 446,899

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 2021to 2022 academic year. Spending plans and school activity were significantly impacted by the aftermaths of absence to school from the Covid-19 pandemic alongside impact of national lockdowns.

Outcomes

		ALL	Gender			Disadvantaged			SEN			EAL			Prior Attainment		
			Boys	Girls	Gender Gap	PP	None	Disadvantaged Gap	SEN	None	SEN Gap	EAL	Not EAL	EAL Gap	High	Middle	Low
Progress 8	Total	-0.59	-0.77	-0.4	-0.37	-1.15	-0.46	-0.69	-1.29	-0.52	-0.77	-1.04	-0.58	-0.46	-0.26	-0.78	-0.42
	English	-0.43	-0.81	-0.01	-0.80	-0.94	-0.3	-0.64	-1.13	-0.36	-0.77	-1.34	-0.39	-0.95	0.19	-0.64	-0.38
	Maths	-0.53	-0.41	-0.66	0.25	-1.12	-0.38	-0.74	-1.17	-0.46	-0.71	-0.72	-0.52	-0.2	-0.46	-0.7	-0.21
	Ebacc	-0.58	-0.6	-0.56	-0.04	-1.22	-0.42	-0.80	-1.28	-0.5	-0.78	-0.82	-0.59	-0.23	-0.26	-0.81	-0.29
	Other	-0.77	-1.18	-0.32	-0.86	-1.26	-0.65	-0.61	-1.52	-0.69	-0.83	-1.3	-0.74	-0.56	-0.41	-0.92	-0.69
Attainment 8	Total	41.96	39.04	45.4	-6.36	31.44	44.73	-13.29	24.7	44.01	-19.31	41.92	41.59	0.33	65.49	41.89	28.83
	English	9.41	8.46	10.53	-2.07	7.43	9.93	-2.50	6.04	9.81	-3.77	8.33	9.38	-1.05	14.21	9.39	6.77
	Maths	8.16	8.11	8.21	-0.10	5.84	8.77	-2.93	4.46	8.6	-4.14	9	8.04	0.96	12.72	8.24	5.42
	Ebacc	12.05	11.63	12.55	-0.92	8.52	12.98	-4.46	6.65	12.69	-6.04	13.33	11.89	1.44	19.72	11.84	8.03
	Other	12.34	10.84	14.1	-3.26	9.65	13.05	-3.40	7.55	12.91	-5.36	11.25	12.28	-1.03	18.85	12.41	8.62
Basics	Grade 5+ En & Ma %	34.4	31.8	37.5	-5.70	13.7	39.9	-26.20	15.4	36.7	-21.30	25	34.2	-9.2	87.2	33.3	4.6
	Grade 5+ En %	49.2	40.2	59.8	-19.60	29.4	54.4	-25.00	15.4	53.2	-37.80	25	34.2	-9.2	94.9	51.5	18.5
	Grade 5+ Ma %	40.6	40.2	41.1	-0.90	17.6	46.6	-29.00	19.2	43.1	-23.90	41.7	39.7	2	87.2	40.9	12.3
	Grade 4+ En & Ma %	56.1	53	59.8	-6.80	45.1	59.1	-14.00	15.4	61	-45.60	58.3	55.1	3.2	100	62.1	18.5
	Grade 4+ En %	68.9	60.6	78.6	-18.00	58.8	71.5	-12.70	30.8	73.4	-42.60	66.7	67.9	-1.2	100	72.7	44.6
	Grade 4+ Ma %	62.3	62.9	61.6	1.30	47.1	66.3	-19.20	23.1	67	-43.90	66.7	61.5	5.2	100	67.4	30.8
Ebacc	Ebacc Entry %	12.3	10.6	14.3	-3.70	3.9	14.5	-10.60	3.8	13.3	-9.50	8.3	12	-3.7	25.6	11.4	7.7
	EBacc APS	3.47	3.25	3.72	-0.47	2.5	3.73	-1.23	1.92	3.65	-1.73	3.51	3.44	0.07	5.7	3.41	2.35
	EBacc 5+ %	5.7	1.5	10.7	-9.20	2	6.7	-4.70	3.8	6	-2.20	0	8.3	-8.3	23.1	3.8	0
	Ebacc 4+ %	7.8	4.5	11.6	-7.10	3.9	8.8	-4.90	3.8	8.3	-4.50	6	7.7	-1.7	25.6	6.1	1.5

Strategy aims for disadvantaged pupils

Aim	Target	Date to Achieve
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	Sept 23
Attainment 8	Achieve national average for attainment for all pupil	Sept 23
Basics En/Ma	Achieve average English and Maths 5+ scores for similar schools	Sept 23
Attendance	Improve attendance to national average	Sept 23

Literacy	Reading skills developed to ensure all students can access the KS3 English curriculum	July 23
Numeracy	Basic Numeracy skills developed to ensure all students can access in the KS3 Maths curriculum	

Teaching priorities for academic year 2022-23

Priority	RAG Rate
CADE Structure to facilitate well sequenced learning in every classroom.	
Targeted CPD that improves the quality of AfL and whole class checking for understanding	
Improvement in student self-regulation and metacognition, digital learning platforms	
Responsive Teaching - Targeted strategies to promote positive learning engagement (in-class interventions, disciplined enquiry).	
Total Spend	£67,802

Targeted academic support for 2022-23

Priority	RAG Rate
Small group Maths and English tutoring	
Total Spend	£81,750

Wider strategies for 2022-23

Priority	RAG Rate
Implementation of PPG Wallet Strategy	
Embed Restorative Approaches to broker strong relationship	
Attendance Lead to develop partnerships with families and reduce PA	
Breakfast club, family cookery project to support families and build positive relationships in school	
Interventions to improve student engagement and reduce exclusions	
Extended school hours – summer school, holiday revision, library before and after school provision	
Peer Tutoring	
Total Spend	£244,307

Breakdown of PPG spend 2022/2023 £	
Staff CPD, learning walks & lesson observations	16,882
Small groups in Learning Centre. Cost of additional Level 3 LSAs	72,288
Paul Cartwright, Behaviour Support Officer and ASDAN materials	22,671
Outstanding Learning Support Assistant programme	2,200
Intervention and rewards	5,412
Staff Mindset training & resources	1,000
Alternative Curriculum	30,855
Summer School, having impact with 55 students	7,882
5 Student Support Leaders and 1 Integrated Working Officer	227,396*
Century Tech	14,688
IRIS Software	13,633
Learning Mentors	35,343
Music Service Direct	11,245
Pupil Premium Wallet	7,652
Laptops	28,900

Notes

- ***The SSL/IWO costs are whole school. As a minimum 26% of this cost should be apportioned to PPG.**

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
Restorative Thinking	Restorative Thinking Limited