

# The Weald Pupil Premium Strategy Statement

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	The Weald Community School and Sixth Form
Number of pupils in school	1488 (+270 post-16)
Proportion (%) of pupil premium eligible pupils	13.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	December 2023
Date on which it will be reviewed	Sept 2024
Statement authorised by	Sarah Edwards (HT)
Pupil premium lead	Tamsin Day (AHT)
Governor / Trustee lead	Keef Sloan

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£171, 810
Recovery premium funding allocation this academic year	£50,232
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£20,604
Total budget for this academic year	£70,836 recovery funding £171,810 PP funding <b>£242,646 Total funding</b>

# Part A: Pupil Premium Strategy Plan

## Statement of intent

### Challenges

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

Challenge number	Detail of challenge
1 - Attainment and Progress	<p>The overall attainment and progress of disadvantaged students is lower than that of their peers at the end of Key Stage 4. In 2022-2023 it has improved and the gap has closed by a third, but we are not satisfied with this.</p> <p>2022/23 Progress 8: PP -0.32 nPP +0.32 Gap: -0.64</p> <p>2022/23 Eng+Maths 4+: PP 32% nPP 69% Gap: 37%</p>
2- Attendance	<p>Attendance of disadvantaged students was 5% lower than the overall cohort in 2022/3.</p>
3 - Literacy	<p>Vocabulary and reading - disadvantaged students have, on average, lower reading scores and vocabulary than non-disadvantaged peers. This impacts upon progress in all subjects.</p>
4 - Expectations from some staff	<p>Inconsistencies in expectations of disadvantaged students by some staff must be addressed through consistent application of our 6Rs framework for quality first teaching. Students must not be allowed to opt out and must have equitable access to the curriculum. Disadvantaged students are over represented in negative behaviour points and under represented in house points.</p>
5 - Readiness for Learning	<p>Some disadvantaged students require support with readiness for learning including having correct uniform, food, transport and with their ability to complete homework and revision.</p> <p>Attitude to learning scores are lower for disadvantaged students.</p> <p>2021/2 average ATL: PP 1.39 nPP 1.71 Gap: -0.32</p>
6 - Extracurricular engagement	<p>PP students are underrepresented in our extracurricular clubs and student leadership programmes, narrowing their range of wider experience and symptomatic of poorer engagement with school. There has been improvement with engagement with trips in 2022/23 and 10% of all trip attendance was from disadvantaged students.</p>
7- Well being	<p>Some disadvantaged students present with more complex home circumstances, cost of living and pastoral needs.</p> <p>Around 30% of safeguarding and wellbeing concerns logged on Cura are for disadvantaged students.</p>
8 - Parental engagement	<p>Our observations and data collected from attendance to Parent Evenings and School events show that disadvantaged students do not have the same amount of parental support and parental engagement</p>

	with school in comparison to their nPP peers. In 2022-2023 this was addressed to some extent with parent/carer surgeries and learning walks. Parental attendance to parents' evenings was also increased with targeted calls and reminders but we are not yet satisfied that maximal parental engagement has been achieved.
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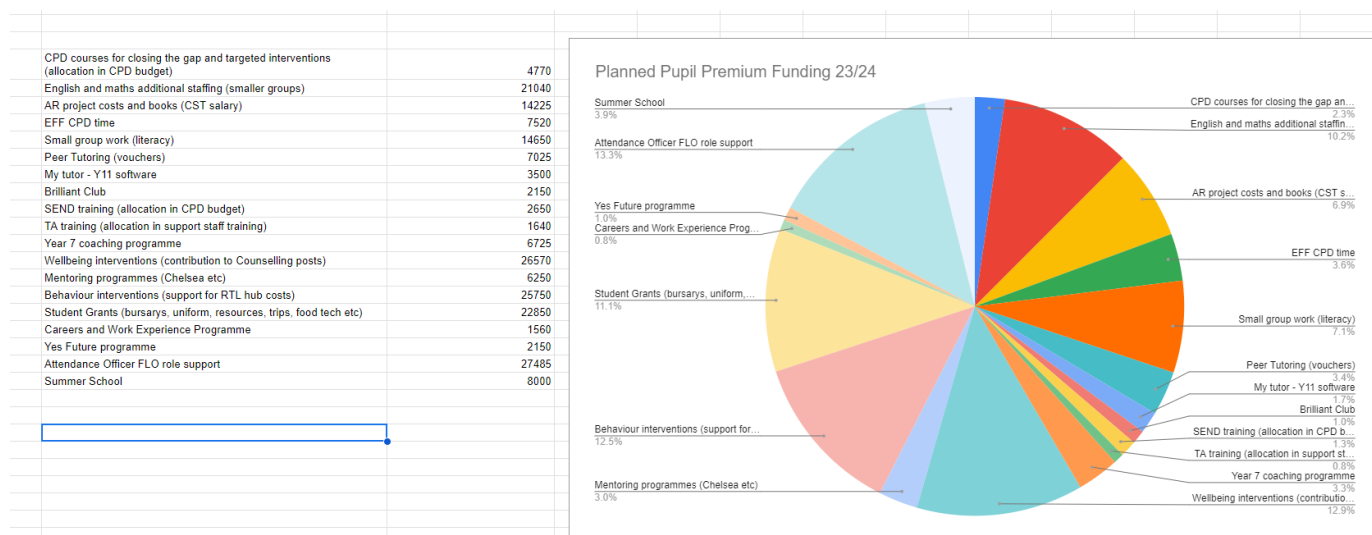
## Intended outcomes

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 in class experience across all subjects	Outcomes will improve. Reduce p8 gap <b>Target &lt;0.5 grade</b>
Proportion of students passing both English and maths improves	Increasing numbers of students will gain Grade 4+ in both English and Maths. Gap will reduce. <b>Target 48%</b>
Improve reading	Improve reading scores vs baseline through accelerated reader assessment. <b>All students achieve a NRSS AR score of at least 100</b>
Attendance	Improve attendance by >2% <b>Target 90% by 2023-24</b>
Raise Extra-curricular engagement	Starting with year 7, increase PP engagement to clubs and to the student leadership programme. Reduce the PP difference.
Increase Parental Engagement with school	Increased attendance at parents' evenings and key events.

## 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 Budgeted cost: £ 47,555

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Embedding 6Rs</i>	Following the principles of <a href="#">EEF</a> to include more feedback, challenge and metacognition	1,2,4,5
<i>CPD</i>	Ensuring all staff know their role in the Pupil Premium strategy and have the skills and knowledge required to implement it	All
<i>English and maths - additional teacher hours to ensure focus on students getting a pass in both subjects and ensuring functional skills access where appropriate</i>	Internal data showing this is an area of need - strategies for teaching are whole school areas of focus in line with the <a href="#">EEF toolkit</a> . Delivering lessons in the core subjects by specialist teachers. This extends teaching time in these areas which has been shown to have a <a href="#">positive impact on progress</a> .	1,2,4,5
<i>Accelerated Reader</i>	<a href="#">EEF +3 months</a> and visits to other schools with success. <a href="#">EPI</a> estimates 1.6-2 months of progress lost in reading due to covid. Success at <a href="#">Glyn School</a> followed up with online collaborative meetings.	1,2,4
<i>PP specific trips and workshops</i>	<a href="#">Arts Participation EEF</a>	4,6
<i>Consistent Quality First teaching and learning (6Rs)</i>	Feedback <a href="#">EEF +6 months</a>	All

	Metacognition and self regulation <a href="#">EEF +7 months</a> Reading comprehension strategies <a href="#">EEF +6 months</a>	
<i>SLT half-termly PP agenda item</i>	Quality Ensuring our PP strategy <a href="#">Pupil Premium Evidence Brief</a>	All
<i>Disadvantaged committee to meet once per half term</i>	This is to draw together key stakeholders - governors and TDA to ensure priorities are being addressed.	All

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

Budgeted cost: £38,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
Three new roles: 1) Academic Transition Lead 2) Pastoral transition Lead 3) Higher Prior Attainer Disadvantaged Lead	Following the principles of <a href="#">EEF</a> to include small group work, mentoring, metacognition and self-regulation.	1,2,3,5,6,7,8
Year 7 coaching programme. Small group, with a named teacher as coach. Weekly coaching sessions, weekly positive contact with home.	Mentoring. <a href="#">EEF + 5 months</a>	3,5,6,7,8
Small group, time limited literacy support	Bespoke support by expert lead. <a href="#">EEF + 5 months</a>	1,2,3,6
Small group, time limited maths intervention. Work with students to build skills and confidence in literacy and numeracy and access the curriculum better	Bespoke support by expert lead. <a href="#">EEF + 5 months</a>	1,2,3,6
Peer tutoring	<a href="#">EEF + 5 months</a>	3,5,6,7
Brilliant Club 14x year 9 students	<a href="#">Internal and external evaluation</a> report that students participating have significantly higher levels of self-efficacy for university-style learning, compared to pupils who did not take part in the programme.	1,2,4
Assistant SENDCo to support inclusion strategies, including co-ordination of Access to	Responsible for coordinating alternative pathways for disadvantaged students	1,2,4

<i>Learning course to support lower attainers in accessing core subjects at GCSE</i>	Data shows 40% of economically disadvantaged cohorts have SEND needs compared with 15% across the whole school community.	
<i>Widening Participation Lead supporting students with to widen the participation of a specific group of identified students of all ages to consider higher education</i>	Mentoring. <a href="#">EEF + 5 months</a>	4,5

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

Budgeted cost: £120,615

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Promoting positive behaviours: RTL Hub</i>	<a href="#">Behaviour interventions</a> can help to build resilience and positive relationships and reduce disruption, leading to better outcomes (EEF+4 months).	5,6
<i>Careers Programme incl WEX</i>	Internal data and <a href="#">external reports</a> highlight the contribution careers advice has to improving engagement. ATL for students has improved following careers guidance.	1,3,4,6,
<i>Promoting good attendance including Family Liaison Officer (FLO)</i>	Embedding <a href="#">principles of DfEs guidance</a> to ensure an effective attendance management approach is taken	1,2,6
<i>Summer School</i>	<a href="#">Aid transition</a> from primary school to secondary school	3,4,6,7
<i>Wellbeing interventions including 1:1 counselling</i>	Wellbeing interventions	6
<i>Yes Futures - 25 year 8 students</i>	<a href="#">Impact statement from Yes Futures.</a> Programme designed to improve engagement and resilience which have been identified by the Head of Year as key areas of concern for this year group.	1,4,5,6
<i>Mentoring (older peer or adult eg. Chelsea Academy staff) Mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations.</i>	<a href="#">EEF + 2 months</a> - internal monitoring of student outcomes in response to these interventions in terms of academic progress and mental health.	1,2,4,6
<i>Empowerment approach</i>	<a href="#">Behaviour interventions</a> can help to build resilience and positive relationships and	1,2,4,5,6

	reduce disruption, leading to better outcomes (EEF+4 months).	
<i>Fund for supporting students with equipment, support with music lessons, access to trips and visits</i>	Providing hardware such as Chromebooks, revision guides and visualisers for classrooms. Supporting purchase of uniform. To enhance cultural capital via <a href="#">arts participation</a> and enabling access to experiences which provide an inclusive student experience.	1,4,5,6

**Total budgeted cost: £ 206,510**

## Pupil premium strategy outcomes

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

In 2022-2023 we prioritised Pupil Premium provision at the core of our school development. We used the EEF's Tiered Model of School Improvement, with the majority of planned activities focusing on improving teaching and learning, with the remainder on targeted academic interventions and wider school approaches. As a result, significant impact has been made to PP outcomes this year and to other key performance indicators such as attendance figures. Year 11 outcomes have improved and show a reduction of the gap by a third from P8 -0.93 in 2021-2022, to P8 -0.64 in 2022-2023 (bucking the national trend whereby the gap between disadvantaged students and their non-disadvantaged peers widened). The gap has reduced for the percentage of students achieving English and Maths at 4+ and now stands at 37% between PP and their nPP peers. The gap in attendance between disadvantaged students and their non-disadvantaged peers has also started to close and has reduced from a 7% to a 5% difference. This has been achieved by the Family Liaison Officer and HoHs/HoYs/Learning Mentors engaging with parents/carers to identify the barriers to attendance and agreeing effective interventions. Whilst we are pleased that these gains have been made, we are not satisfied and continue to prioritise PP provision in our 2023-2024 SIP.

The impact of PP CPD delivered to staff in 2022-2023 is that we now have a shared understanding of our specific roles in supporting disadvantaged students and these have been agreed and written into our staff handbook. Each area of the school has been asked to begin by looking through the lens of disadvantage in order to plan properly for the needs of the disadvantaged students in our community, this has deepened appreciation by teachers of the agency they possess in bringing about change. Our internal monitoring suggests that the behaviour, wellbeing and mental health of our disadvantaged students is improving with increased readiness for learning coming as a result of staff knowing the students and their needs: all Y7 disadvantaged students and the 10 most disadvantaged students in Years 8-11 are mentored by a pastoral or academic leader. Learning is further increased as a result of

- apportionment of resources for specific needs (Ready To Learn hub)
- alternatives to suspension while maintaining high standards (no excuses)
- promoting to staff the need to issue rewards to students doing well



The EEF uses the term 'Active Ingredients' to refer to those factors in an intervention that must be in place for that intervention to have the intended impact. An external Pupil Premium review in September 2023 noted that our 6Rs teaching and learning strategy exemplifies this. Disadvantaged students now receive our FIRST AND BEST via our 6Rs: **routines** (meet and greet), **RED review** (knowledge organisers/key word lists), **ratio** (no opting out), **responsive** (checking understanding and correcting misconceptions first), **reading** (appropriate level of challenge in texts) and **responsibility** (monitoring closely of I do, we do, you do). All teaching staff appraisal targets comprise an enquiry question focussed on disadvantaged students and a robust QA system is in place to monitor how equitably disadvantaged students are accessing the curriculum.

Students' literacy has been supported by renewed efforts to secure knowledge of students' baseline literacy levels after the disruption of the pandemic. Robust intervention is now given to the right students by expert staff in small group or 1:1 settings and further supported by teachers planning for subject-specific literacy improvement in lessons.

Parental engagement has increased with personal invitations to attend online parents' evenings and other key events and a series of specific events for PP parents/carers on key issues (e.g. finance, behaviour for learning, homework/revision) with phone call invitation. Parents are asked to complete an annual survey to elicit awareness of what their child is entitled to and to gain PP Parent voice. Engagement with extra curricular activities and student leadership opportunities has been increased with:

- peer mentoring, sixth form mentoring and tutoring
- student ambassadors (interview panels, tour guides, learning walk leaders)
- support with funding for extracurricular activities and trips
- PP specific workshops and trips to theatres and sporting events

At 10%, attendance to trips by disadvantaged students has improved considerably and is almost in line with non-disadvantaged participation.

### Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
The Brilliant Club Scholar's Programme	The Brilliant Club
Rising Futures Coaching	Yes Futures
Michelle Millar Study Skills - year 11	Michelle Millar

### Further information

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