

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 | 25.2% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022/23 – 2025/26 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | N S Coe |
| Pupil premium lead | J Benigno / C Unsworth |
| Governor / Trustee lead | J Murphy |

Funding overview

| Detail | Amount |
|---|-----------|
| Pupil premium funding allocation this academic year | £328,220 |
| Recovery premium funding allocation this academic year | £35,880 |
| 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 | £9,28,946 |

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 for school results in weaker readiness for learning, particularly for those with SEND and/or high-level inclusion needs. |
| 2 | Weaker skills in 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 |
|---|--|
| <ul style="list-style-type: none"> • 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%). | <ul style="list-style-type: none"> • Attendance of PPG pupils to be at or above national average (96%). • Reduce persistent / severe absence to match national average for non –PPG. |
| <ul style="list-style-type: none"> • Close the PPG/others attainment gap. • Pupil Premium pupils in HPA, SEND, boys sub-groups will not display a larger attainment gap. | <ul style="list-style-type: none"> • Pupils eligible for PPG attain as highly as their non-PPG peers and the progress gap is diminished. |
| <ul style="list-style-type: none"> • Raise Literacy and Numeracy levels for PPG pupils in Key Stage 3. | <ul style="list-style-type: none"> • The % of PP pupils in key stage three making expected progress is in line with their non-PPG peers |
| <ul style="list-style-type: none"> • Reduce the proportion of PPG pupils with a fixed-term suspension. | <ul style="list-style-type: none"> • Suspensions statistics for PPG pupils improve in-line with non-PPG peers |
| <ul style="list-style-type: none"> • Raise aspirations and build confidence of all PPG pupils. • All pupils will have sustained post-16 destinations. | <ul style="list-style-type: none"> • 100% of PPG cohort have post 16 offers and PPG NEET figure is 0. |

Activity in this academic year (2024-25)

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: £ 242,216

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| CPD for teaching staff. To focus on: <ul style="list-style-type: none"> • Embedding Formative Assessment • Feedback • Reading Comprehension Strategies | <ul style="list-style-type: none"> • 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 coaching model and EFA peer support to facilitate teacher reflection and feedback / improve performance / inform CPD | <ul style="list-style-type: none"> • EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. | 2,3,6 |
| Curriculum development – generation of knowledge organiser booklets to support clarity around intended learning. | <ul style="list-style-type: none"> • 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: £106,206

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Learning Support | <ul style="list-style-type: none"> • 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 |
| Reading Strategy and Literacy intervention | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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: £277,212

| 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. | 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: £

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 2023 to 2024 academic year. Spending plans and school activity were significantly impacted by the aftermaths of absence from school from the Covid-19 pandemic alongside impact of national lockdowns.

Outcomes

| | | 2023/2024 Provisional | | | | | |
|--------------|--------------------|-----------------------|---------------|-------|-------|-------|-------------------|
| | | ALL | Disadvantaged | | | | |
| | | | PP | FSM | LAC | None | Disadvantaged Gap |
| Progress 8 | Total | -0.64 | -1.29 | -1.24 | -1.26 | -0.44 | -0.85 |
| | English | -0.45 | -1.2 | -1.12 | -0.99 | -0.22 | -0.98 |
| | Maths | -0.83 | -1.35 | -1.35 | -1.09 | -0.67 | -0.68 |
| | Ebacc | -0.81 | -1.52 | -1.47 | -1.48 | -0.6 | -0.92 |
| | Other | -0.55 | -1.36 | -1.3 | -1.35 | -0.31 | -1.05 |
| Attainment 8 | Total | 43.15 | 31.96 | 32.2 | 22.5 | 46.53 | -14.57 |
| | English | 9.72 | 7.52 | 7.63 | 6 | 10.38 | -2.86 |
| | Maths | 8.27 | 6.32 | 6.27 | 4.67 | 8.86 | -2.54 |
| | Ebacc | 12.18 | 8.65 | 8.74 | 5.33 | 13.24 | -4.59 |
| | Other | 12.98 | 9.47 | 9.56 | 6.5 | 14.05 | -4.58 |
| Basics 4&5+ | Grade 5+ En & Ma % | 39 | 17.7 | 18.6 | 0 | 45.4 | -27.70 |
| | Grade 5+ En % | 58.1 | 33.9 | 35.6 | 33.3 | 65.4 | -31.50 |
| | Grade 5+ Ma % | 43.4 | 24.2 | 23.7 | 0 | 49.3 | -25.10 |
| | Grade 4+ En & Ma % | 59.2 | 38.7 | 37.3 | 0 | 65.4 | -26.70 |
| | Grade 4+ En % | 71.9 | 51.6 | 50.8 | 33.3 | 78 | -26.40 |
| | Grade 4+ Ma % | 65.2 | 43.5 | 42.4 | 0 | 71.7 | -28.20 |
| Ebacc | Ebacc Entry % | 4.9 | 3.2 | 3.4 | 0 | 5.4 | -2.20 |
| | EBacc APS | 3.39 | 2.44 | 2.45 | 1.61 | 3.68 | -1.24 |
| | EBacc 5+ % | 1.9 | 0 | 0 | 0 | 2.4 | -2.40 |
| | EBacc 4+ % | 3.4 | 1.6 | 1.7 | 0 | 3.9 | -2.30 |

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 24 |
| Attainment 8 | Achieve national average for attainment for all pupil | Sept 24 |
| Basics En/Ma | Achieve average English and Maths 5+ scores for similar schools | Sept 24 |
| Attendance | Improve attendance to national average | Sept 24 |
| Literacy | Reading skills developed to ensure all students can access the KS3 English curriculum | July 24 |
| Numeracy | Basic Numeracy skills developed to ensure all students can access in the KS3 Maths curriculum | July 24 |

Teaching priorities for academic year 2023-24

| Priority | RAG Rate |
|--|-----------|
| CADE Structure to facilitate well sequenced learning. | |
| Targeted CPD that improves the quality of AfL and whole class checking for understanding | |
| Classroom Routines – Westhoughton Ways | |
| Curriculum Development – Knowledge Organisers | |
| Adaptive Teaching - Targeted strategies to promote positive learning engagement (in-class interventions, disciplined enquiry). | |
| Total Spend | £ 208,717 |

Targeted academic support for 2023-24

| Priority | RAG Rate |
|------------------------------------|----------|
| Hub Curriculum | |
| Bespoke support in Maths & English | |
| Total Spend | £ 96,531 |

Wider strategies for 2023-24

| Priority | RAG Rate |
|---|-----------|
| Implementation of PPG Wallet Strategy | |
| 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 | |
| Total Spend | £ 244,668 |

| Breakdown of PPG spend 2023/2024 £ | |
|--|----------|
| Staff CPD, learning walks & lesson observations | 36,000 |
| Small groups in ECHub. Cost of additional Level 3 LSAs | 148,866 |
| Behaviour Support Officer | 43,872 |
| Intervention and rewards | 7,795 |
| Alternative Curriculum | 61,114 |
| Summer School | 7,607 |
| 5 Student Support Leaders and 1 Integrated Working Officer | 223,691* |
| Online Revision Platforms | 8,000 |
| IRIS Software | 13,633 |
| Music Service Direct | 12,930 |
| Pupil Premium Wallet | 20,675 |

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 |
|--------------------------------|-----------------|
| Embedding Formative Assessment | SSAT |
| | |