

Willingdon Community School pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	Willingdon Community School
Number of pupils in school	1095
Proportion (%) of pupil premium eligible pupils	18.90%
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	January 2025
Date on which it will be reviewed	December 2025
Statement authorised by	Emily May
Pupil premium lead	Rowanne Brown Assistant Headteacher
Governor / Trustee lead	Jane Branson and Alison Flynn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 173,250
Service Children funding allocation this academic year	£2,720
Recovery premium funding allocation this academic year	£12,282
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	£188,252

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected during the pandemic, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than their peers. This impacts their progress in all subjects.
2	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in maths.</p>
3	Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly maths and science.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.
5	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 4.4 and 2.8 % lower than for non-disadvantaged pupils.</p> <p>On average, 40% of disadvantaged pupils have been persistently absent during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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 at the end of KS4, with a focus on EBacc subjects.	<p>By the end of our current plan, 10% or more of our disadvantaged pupils enter the English Baccalaureate (EBacc).</p> <p>2023/24 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • an average Attainment 8 score of 40.52 from FFT5 A8 estimates • an EBacc average point score of 3.59 from FFT5 predictions
Improved reading comprehension among disadvantaged pupils across KS3.	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.</p> <p>This finding will also be supported by behaviour logs and engagement with external agencies such as TASS.</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 onwards for the next 3 years demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 onwards for the next 3 years demonstrated by:</p> <ul style="list-style-type: none"> • The overall attendance rate for all pupils being no less than 95.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. • The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 10% lower than their peers.

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 **£43,733**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments for reading.</p> <p>Intervention to be offered through 'Sparx Reader' for years 7-9 and then a WRAT 5 test for those students that have been identified with a significantly low reading comprehension age to support targeted intervention.</p>	<p>Correctly diagnosing pupils allows staff to fully appreciate student needs. This then allows teachers to adapt student learning to meet those needs. We can then offer better targeted intervention to address those pupils most at need:</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1696434151 (PAGE 9)</p>	1, 2, 3
<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training and support and release time.</p> <p>It will first be rolled out in SEND and through PEL CPD followed by other subjects.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment. There is also evidence that suggests that if explicitly taught it is able to close the disadvantage gap:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	4
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund reduced class sizes at KS4 for maths to improve the level of support that teaching staff are able to provide.</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively,</p>	1, 3, 4

	<p>employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3?utm_source=/education-evidence/guidance-reports/maths-ks-2-3&utm_medium=search&utm_campaign=site_search&search_term=mathe</p>	
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	1,2

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

Budgeted cost **£46,309**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p>	<p>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:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>We will move away from a fully set / streamed approach to our groupings. Instead moving to a more flexible grouping system. As part of a quality first teaching</p>	<p>Following diagnostic testing, summative and formative assessments, teachers and subject leaders will be able to manipulate groups in order to meet the changing needs of students. They can then offer more target intervention in the lesson to students as they need it.</p>	1, 2, 3

<p>approach teachers and leaders will have support and guidance on how best to adapt groupings flexibility in order to meet the needs of students as they progress.</p>	<p>https://educationendowmentfoundation.org.uk/news/eef-blog-flexible-grouping-what-is-it-and-why-use-it?utm_source=/news/eef-blog-flexible-grouping-what-is-it-and-why-use-it&utm_medium=search&utm_campaign=site_search&search_term=flexable</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/setting-and-streaming?utm_source=/education-evidence/teaching-learning-toolkit/setting-and-streaming&utm_medium=search&utm_campaign=site_search&search_term=setting</p> <p>Lessons targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	
<p>Targeted PP/DA students to be given the opportunity for a vocational pathway with an approved qualification:</p> <ul style="list-style-type: none"> • MVM • Workplace • Plumpton 	<p>Use of alternate provision with vocational focus to improve attainment for our most vulnerable PP/DA students who are at risk of being NEETS post 16 EEF research on post 14 Alternate and vocational provision</p>	1,2,5
<p>Learning mentors to support targeted intervention and to encourage higher aspirations for PP/DA students. Support in enrichment opportunities and support with post 16 options.</p>	<p>Supporting PP/DA students to attend interventions. Supporting students with their post 16 aspirations Durham University research on use of mentorship to raise aspirations</p>	1,2,5

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

Budgeted cost **£98,210**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mindfulness. Selected students to receive mindfulness sessions with teacher of mindfulness and other visiting speakers.</p>	<p>EIF's report on adolescent mental health found good evidence that mindfulness interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	4,5
<p>Embedding principles of good practice set out in DfE's Working together to improving School Attendance advice.</p> <p>Track and monitoring of attendance by all with support from EWO targeting PP and DA students.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	5
<p>Use of Pastoral Support Leaders to target PP/DA students and their families to increase engagement with school for attendance and behavior expectations.</p>	<p>DfE's advice sets out the need for early support to prevent PA and this Pastoral Support Leaders are well placed to support with this.</p>	2,3,4,5
<p>Student welfare, counselling and group work to support students in KS4 with poor mental health.</p>	<p>BACP research suggests that school based counselling and mental health support provides significant reduction in psychological distress compared to those only receiving pastoral support.</p> <p>BACP effectiveness of school based welfare and counselling</p>	3,4,5
<p>Free breakfast for all to ensure that all PP/DA students have access to toast/healthy snack and drinks in the morning from 8am. 20% of the funding comes from the PP budget.</p>	<p>EEF research into magic breakfast suggests that it isn't just eating breakfast that raises attainment but being part of a breakfast club. Our breakfast offer is supported by learning mentors to improve the social and educational benefits of a morning check in with students,</p>	ALL

<p>The breakfast club is supervised by learning mentors to further strengthen relationships.</p>	<p>EEF magic breakfast research</p>	
<p>Transition to ensure that PP/DA students and their families are supported in their transition from main feeder primaries. 50% of transition TA funding to come from pupil premium.</p>	<p>https://www.ucl.ac.uk/pals/research/clinical-educational-and-health-psychology/research-groups/school-transition-and-adjustment</p> <p>UCL researched the STARS project (school transition and adjustment to secondary school) and found the use of a known adult, such as a transition TA to be one of the most effective strategies in reducing anxiety to transition and loss of attainment.</p>	<p>ALL</p>
<p>Music lessons for PP/DA students to ensure these are provided by the music service to enable talents to thrive.</p>	<p>Sutton Trust research demonstrates measurable impact for PP students taking part in peripatetic music lessons</p> <p>Sutton Trust use of PP money by schools, including music lessons</p>	<p>3,4,5</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £188,252

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.

	Intervention	outcome	Allocation
1.	Attendance	<p>PP attendance is rising slowly, this is in part due to increased numbers of PP students entering the school and average calculations, along with some specific pupils having a large negative impact on others.</p> <p>2024 Term 1 91.3% PP attendance</p> <p>2023 Term 1 91.3% PP attendance</p> <p>2022 Term 1 91.66% attendance</p> <p>2021 Term 1 92.1% PP attendance</p> <p>2020 Term 1 91.8% PP attendance</p> <p>2019 Term 1 90.5% PP attendance</p> <p>This generally upward trend demonstrates that the multiple attendance support strands are having a positive impact.</p>	£17,972
2.	Alternative Provision	100% of our students are able to access provision and achieve level 2 outcomes through a range of alternate	£15,000

		<p>provision from MVM and The Workplace. A more diverse range of alternate provision started from 2022/23 to include Plumpton College</p>	
		<p>Measured by school attendance and support from DDSL and ELSA through Boxhall profile to show that the support required for student SEMH is meeting early needs. Limited resources at CAMHS is impacting on those students with SEMH who need tier 4 support</p>	
3.	Mental Health	<p>100% of our students are able to access pastoral support and counselling when needed. They are all able to access the early morning breakfast.</p> <p>At KS4 Learning mentors are targeted to help support pupils and offer mentoring.</p>	£43,405
		<p>Pupils at KS3 have all had lessons in mindfulness embedded into their curriculum with staff given specific CPD to deliver this.</p> <p>Our transition and summer school have all received excellent praise from parents</p>	
4.	Access to quality T&L, including access to technology	<p>Outcomes show a reduction in historic disadvantage. 2023 results show a reduction in disadvantage gap compared to 2022 (NB 2021 results not subject to usual accountability measures but will be used to track impact of academic PP interventions)</p>	£88,817

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Externally provided programmes

Programme	Provider
Motor Vehicle Maintenance	St Catherine's School
14-16 courses, including land management and small animal care	Plumpton College
The Workplace	SABDEN Multi Academy Trust

Service pupil premium funding £2720

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We run a weekly nurture forest school. Students take part in this in a scheduled basis. It's a full day of nurture, team work and SEMH development.
What was the impact of that spending on service pupil premium eligible pupils?	The boxhall profiles of students demonstrated a positive impact on the Forest School and follow up nurture provision.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award,) will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

