

Pupil Premium Strategy Statement: Westwood College outcomes 2018-19, Planning 2019-20

| 1. Summary information | | | | | |
|--|------------------|---|-------------|---|----------------|
| School | Westwood College | | | | |
| Academic Year | 2018/19 | Total PP budget | £76813 | Date of most recent PP Review | July 2018 |
| Total number of pupils (Y9–11 only) | 577 | Number of pupils eligible for PP | 103 (17.9%) | Date for next internal review of this strategy | September 2019 |

| 2. Attainment/Progress | | | | | |
|--------------------------------|---|---|-------------------------------|---|---|
| | <i>Pupils eligible for PP Y11 2017-18</i> | <i>Pupils not eligible for PP Y11 2017-18</i> | <i>National other 2017-18</i> | <i>Pupils eligible for PP Y11 2018-19</i> | <i>Pupils not eligible for PP Y11 2018-19</i> |
| % 4+ English and Maths | 37% | 64.4% | 71.5 | 47.1% | 77.4% |
| % 5+ English and Maths | 25.9% | 41.2% | 50.1 | 41.2% | 45.3% |
| % 4+ English | 59% | 73% | - | 56.3% | 78.6% |
| % 5+ English | 30% | 53% | - | 43.8% | 57.9% |
| Av Attainment English | 4.34 (x2) | 4.82 (x2) | - | 3.81 | 4.7 |
| % 4+ Maths | 40.7% | 67% | - | 64.7% | 82.4% |
| % 5+ Maths | 29.6% | 46% | - | 52.9% | 53.5% |
| Av. Attainment Maths | 3.14 (x2) | 4.34 (x2) | - | 3.94 (x2) | 5.04 (x2) |
| Attainment 8 | 37.4 | 47.0 | 50.1 | 45.7 | 49.2 |
| Progress 8 | -0.13 | 0.04 | 0.13 | -0.51 | 0.2 |
| P8 English contribution | 0.05 | -0.21 | 0.11 | -0.68 | -0.26 |
| P8 Maths contribution | -0.44 | -0.15 | 0.12 | -0.44 | 0.14 |
| % EBacc 4+ | 0% | 33% | 28.5 | 23.5% | 42.8% |
| % EBacc 5+ | 0% | 20% | 20.2 | 23.5% | 26.4% |

| 3. Barriers to future attainment (for pupils eligible for PP) | | |
|---|--|--|
| In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i> | | |
| A. | | Aspiration for future success, security and place in the community |
| B. | | Attendance for PP eligible pupils is consistently lower than other pupils and national. |
| C. | | The % of PP eligible (disadvantaged) pupils achieving the expected progress is below 'other' pupils in school and national 'other' pupils in the core subject (English Maths and Science and is varied in all other subjects depending on option choices) |
| D. | | A high proportion of PP eligible students are subject to external circumstances, significant health and or welfare issues or have established attendance patterns that impact on a their capacity to access and or be consistent in their participation of their own education. |
| E. | | A high proportion of PP eligible students do not complete or engage with work set by teachers to be undertaken outside the lesson |
| F. | | Some pupils come from homes that are unable to support positive engagement with an educational culture and do not have access to quality resources and a supportive learning environment outside the school. |
| G. | | Some pupils come from homes where parental engagement with the school is not present, which is needed to support a pupil with the application of their learning and to support them with key characteristics that lead to successful employment in the future. |
| External barriers <i>(issues which also require action outside school, such as low attendance rates)</i> | | |
| A. | | Pupil attendance, although at the National Standard for other pupils, needs to improve for PP eligible pupils (% 2017/2018). This reduces the hours a pupil is in school and causes them to fall behind. |
| B. | | Though Westwood has a below average proportion of student receiving FSM, evidence shows that a larger proportion of families sit just above the criteria to receive such help and therefore are not eligible for support that would be helpful and supportive. |
| C. | | The mind-set and expectation of pupils and some parents contributes to a lack of resilience and low aspiration for future employment. |
| D. | | Lack of, or limited local provision for career and employment opportunities, makes career advice and support challenging in school and limits the opportunity to be positive and offer encouragement to students regarding the purpose and value of the educational provision they have access to. |

| 4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i> | | | Success criteria |
|---|--|--|---|
| A. | | Track, mentor and apply intervention to those Identified in order to increase Progress Scores across the core subjects at Key Stage 4. Improve attainment outcomes for all disadvantaged students and raise staff, pupil and parental expectations. | Pupils eligible for PP especially those identified to make the same level of expected progress in Key Stage 4 so that they meet age related expectations. Measured in years 9,10 and 11 at data collection points – SPCs and external examination results |
| B. | | To achieve a higher % attendance for pupils eligible for PP and embed support systems for those pupils and families, if necessary. | Reduce the number of persistent absentees among pupils eligible for PP. Overall attendance of this group of pupils to improve to be in line with the school target of 95%. |
| C. | | To continue to embed behaviour/rewards systems to ensure that students develop an individual and collective sense of success and achievement that encourages them to look to beyond 'a just enough' culture. | A more active engagement with the rewards system - recorded on the school system. |
| D. | | Increase parental engagement with educational success and achievement for those families eligible for PP who are under-performing. | Increased number of PP eligible families in attendance at parent and information evenings. |
| E. | | Develop all pupils' (and therefore PP eligible pupils') interest and engagement with the curriculum beyond key stage 4. Develop wider aspirations for future career and educational progress. | Pupils engaging with enrichment activities, trips and visits Development of CAIJG support and expertise for all pastoral staff. |
| F. | | To develop and establish opportunities during and at the end of the school day to access the school resources and support to complete successfully work set to be completed beyond the lesson (Homework). | To have established a 'homework dedicated space and support resource accessible by all students and to help increase in the resilience of all pupils who are not making expected levels of progress or meeting attainment standards to help them access the progress they are capable of. |

| 5. Planned expenditure | | | | | |
|--|--|---|---|--|--|
| Academic year | | 2019/2020 | | | |
| i. Quality of teaching for all | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| To achieve a higher % attendance for pupils eligible for PP and embed support systems for those pupils and families. | To engage the services of Attend EDC to adopt a more rigorous approach to attendance and punctuality. To continue to build more positive relationships with parents/carers and have more capacity to signpost them to other appropriate agencies who can support them. | EEF research supports that positive, consistent attendance promotes learning and a higher chance of achieving more highly. Attend will also support our drive to increase positive parental engagement by developing communication with parents RE: attendance and punctuality. Attend EDC also offer support services which will allow the school to provide further emotional or social support for families or groups of pupils. For example, with issues such as self-esteem or monetary issues. | Close monitoring of the attendance/persistent absence figures of key groups of pupils. Attendance clinics with Behaviour manager and Attend EDC college to apply a more preventative approach. More information provided for pupils and families through assemblies and information on website/social media. Inclusion of attendance in rewards system Y9 and 10 2017 -18 Greater emphasis placed on attendance in rewards. Celebrate successes of high attendance through assemblies, certificates and communication with parents. | Behaviour Manager Assistant Headteacher Pastoral Admin Support HOY/Form Tutors. | Weekly meeting with Attend EDC. 1/12 Termly Attendance data reviews |

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|--|---|--|--|--|---|
| <p>Track, mentor and apply intervention to those Identified in order to increase Progress Scores across the core subjects at Key Stage 4.</p> <p>Improve attainment outcomes for all disadvantaged students and raise staff, pupil and parental expectations</p> <p>To continue to embed behaviour/rewards systems to ensure that low level disruptive behaviour does not interfere with quality first provisions.</p> | <p>Staff and resources for alternative curriculum designed for disaffected or hard to reach students</p> <p>SEN Suite</p> <p>Alternative support i.e. Cover Supervisors assisting in the classroom, Individual removal from the classroom for intensive remedial tuition (EG Maths)</p> <p>Additional in class support with English and Maths along with small group intensive focussed support - on going.</p> | <p>The EEF reports that robust and consistent behaviour systems can advance progress. Therefore, the money has been allocated in this way to continue to improve on the positive trend with behaviour patterns seen during the last academic year and to allow the school to evaluate more closely the behaviour of PP pupils in order to ensure they are engaging fully with their learning.</p> <p>English and Maths subject specialists to support identified individuals in lessons to maintain and maximise progress to match targets.</p> <p>Ensure access to the lesson and subject content and in preparing for external examinations.</p> <p>In-class support in addition to the class teacher.</p> <p>Provide small group catch-up lessons to focus on subject specific weaknesses to ensure all students are up to date at key points in the academic calendar.</p> | <p>Ensure behaviour incidents are recorded consistently and dealt with in an appropriate and consistent way.</p> <p>Monitor behaviour and provide opportunities for pupils not always engaging with their learning to catch up during intervention sessions, before, during and after school.</p> <p>Evaluation of rewards system through the school council to ensure that rewards are relevant and engage all pupils.</p> <p>Timetables to ensure consistent allocation of support staff</p> | <p>Classroom teachers, HOYs, Behaviour Manager and AHT.</p> <p>Subject Leader in consultation with AHT</p> | <p>Each SPC cycle</p> <p>Exam results</p> |

| | | | | | |
|--|---|---|--|---|--|
| <p>To Increase in Progress Scores across Key Stage 4 for all students below expectation in English and Maths – including those eligible for PP - to increase in attainment.</p> <p>To improve levels of progress</p> | <p>Individualised Instruction</p> <p>Academic Intervention</p> <p>Staff and resources for alternative curriculum designed for disaffected or hard to reach students</p> <p>SEN Suite Alternative support i.e. Cover Supervisors assisting in the classroom, Individual removal from the classroom for intensive remedial tuition</p> <p>Additional in class support with English and Maths along with small group intensive focussed support - on going</p> <p>Small group work in addition to timetabled lessons in English and or Maths</p> | <p>EEF Toolkit suggests that high quality feedback is an effective way to improve attainment.</p> <p>Intervention sessions will also be completed in small groups which will allow staff to provide more detailed, immediate feedback to pupils during the sessions. TAs also can complete targeted intervention sessions with pupils</p> | <p>Pupils identified by PP lead through the use of SMID data tracking at subject staff level through to SLT. This will allow for more accurate identification of target pupils.</p> <p>Rigorous monitoring of lessons, planning and marking to ensure that there is quality first provision and staff are aware of the needs of PP eligible pupils.</p> <p>Tracking of allocated resources ie support in lessons</p> | <p>Headteacher Assistant Headteachers and Senior Staff for PP and T and L</p> <p>Year group Tutors</p> <p>English and Maths Subject Leaders with Assistant Headteacher having an overview</p> | <p>Ongoing throughout the academic year.</p> |
| <p>To be able to target key PP students and wider groups who also need support</p> | <p>Use of Additional in class TA support for students in a range of subjects where core skills are essential for success</p> | | <p>Timetable allocation of TA with assistant Senco</p> | | |

| | | | | | |
|--|--|--|--|--|----------------|
| <p>To support all students with MH requirements</p> <p>To ensure all PP students are able to access the same level of resources and experiences to support independent learning beyond the lesson</p> <p>To ensure those on role are able to sustain access to the College and attend</p> <p>Provide additional support for the classroom teacher to ensure all behaviours are addressed and no students are disadvantaged as a consequence of poor behaviour</p> <p>To promote aspiration success and achievement from all staff for all students to have their progress recognised and or challenged when above or below expectation</p> | <p>Younger Minds Counselling</p> <p>Mental Health First Aid training (3 staff)</p> <p>Resources for use beyond the classroom to support learning.</p> <p>Support for access to curriculum activities that are available beyond the classroom (Trips and visits)</p> <p>Travel support</p> <p>Behaviour Support officer – to targeted interventions to support staff, track, monitor and mentor students attendance, behaviour and progress</p> <p>Assertive Mentoring for PP students with positive encouragement by Senior Staff</p> <p>Careers advice and guidance</p> | <p>Role of external counselling support to improve student welfare</p> | <p>Attendance Log with Behaviour Manager students self-refer PP students ensure access</p> | | <p>Ongoing</p> |
| Total budgeted cost | | | | | £ |

| 6. Pupil Premium Expenditure 2018/19 | | |
|--|--------------------|---------------|
| | EXPENDITURE | INCOME |
| Value of Pupil Premium Received 1.09.18-31.08.19 | | £76,813 |
| TA Staffing | £42,897 | |
| Younger Minds SLA | £3,000 | |
| Careers SLA | £1,000 | |
| Additional Tutoring/Counsellor | £10,758 | |
| Trips & Visits | £2,174 | |
| Behaviour Supp Officers 50% Salaries | £14,729 | |
| Books | £1,360 | |
| Equipment | £1,196 | |
| Uniforms | £45 | |
| | | |
| | | |
| | | |
| Total Expenditure 2018/2019 | £77,159 | £76,813 |
| | | |
| Remaining Balance - Overspend | | (£346) |