

# Pupil premium strategy statement – Westwood College

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment and progress 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	Westwood College
Number of pupils in school	790
Proportion (%) of pupil premium eligible pupils	16.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3, reviewed annually
Date this statement was first published	October 2021
Date on which it will be reviewed (end of Y1)	October 2022
Date on which it will be reviewed (end of Y2)	<b>October 2023</b>
Date on which it will be reviewed (end of Y3)	October 2024
Statement authorised by	M Taylor
Pupil premium lead	M Turnbull (as maternity cover for S Hilton)
Governor / Trustee lead	R Makey

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 123835
Recovery premium funding allocation this academic year	£ NA
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 123835

# Part A: Pupil premium strategy plan

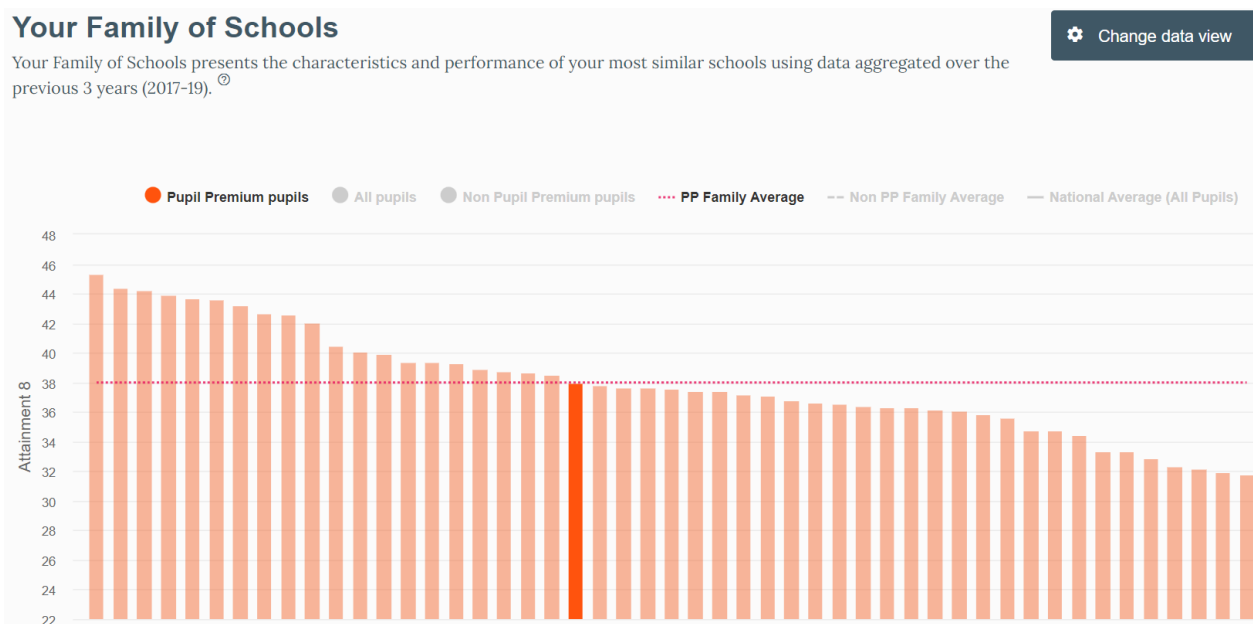
## Statement of intent

All staff and governors at Westwood College are committed to ensuring that all students, regardless of starting points, have the best chance of reaching their potential and securing success.

Our aim is to ensure that disadvantaged students are fully supported in achieving their aims, both academically and personally. The strategies outlined in this document are designed to enable disadvantaged students to have full access to all the opportunities that Westwood College offers, both within the curriculum and beyond it. They are intended to help close the gap between disadvantaged students and their peers by offering the support they may not otherwise receive.

## School Context

Families of Schools data (2019 – most recent data available)



Data over time:

	2019	2020	2021	2022	2023
PP Students	17	39	35	23	36
Cohort	176	200	195	171	186
Progress 8	0.1	0.63	0.9	-0.24	-0.32
PP P8	-0.56	0.25	0.23	-0.91	-0.91
Other P8	0.13	0.72	1.04	-0.13	-0.18
<b>Gap P8</b>	<b>-0.66</b>	<b>-0.47</b>	<b>-0.81</b>	<b>-0.78</b>	<b>-0.73</b>
Attainment 8	50.13	51.48	49.42	46.21	45.52
PP A8	39.1	43.65	37.1	33.51	34.72
Other A8	51.31	53.37	52.1	48.19	48.16
<b>Gap A8</b>	<b>-12.2</b>	<b>-9.72</b>	<b>-15</b>	<b>-14.68</b>	<b>-13.44</b>

## Challenges

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

Challenge number	Detail of challenge
1	Aspiration for future success, security and place in the community
2	Attendance
3	Progress
4	Independent learning
5	Parental Engagement
6	Student Wellbeing

## 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
Increase the progress scores of students eligible for PP at KS4.	Narrow the progress gap between PP eligible students and others so that PP eligible students make at least expected progress. SPC data and external examinations as measures.
Improve the attendance of PP eligible students and embed systems to help maintain good attendance.	Reduce number of persistent absentees among PP eligible students. Overall attendance for PP eligible students to be 95% or above in line with school target.
Increase PP eligible students' engagement beyond the curriculum – visits and clubs, opportunities such as D of E, Young Engineers – to further aspirations.	Increased number of students eligible for PP in these activities and events.
Increase parental engagement with school in families of those eligible for PP.	Improved attendance at Parents' Evenings and other events for PP eligible families.
Support the development of independent learning skills among students eligible for PP.	Rates of homework completion among PP eligible students improves, along with engagement with revision and support sessions.

## 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: £ 45000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants to support eligible PP students in classroom and small group situations.	Research from the EEF identifies that Teaching Assistants, when deployed and trained appropriately, can support the progress of students eligible for PP.	3, 4
Dyslexia training for Teaching Assistants to enable diagnosis and support for dyslexic students	Diagnosis of dyslexia in students allows for supportive interventions to be put into place, such as reading aids and support during examinations.	1, 3, 4
Thinking Differently for Disadvantaged Learners training	Training to support a whole school approach to closing the gap between PP eligible students and others.	1, 2, 3, 4, 5, 6

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

Budgeted cost: £ 35000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths support, tutoring and small group work	One-to-one interventions and small group tuition help support the progress of PP eligible students, as evidenced in the EEF's Teaching and Learning Toolkit.	1, 3, 4
Contribution to School-Led Tuition Fund	The School-Led Tuition Fund will provide small group tuition to PP eligible students in English and Maths to support recovery.	1, 3, 4
Pupil Premium Leader TLR	A designated school lead will help ensure that support for PP eligible students is at the top of the agenda.	1, 2, 3, 4, 5, 6

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

Budgeted cost: £40000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Younger Minds SLA	Evidence shows that PP eligible students have been disproportionately affected by the impact of the pandemic on education. Support for their mental health is key to helping them engage in school life and in their studies.	6
Behaviour Support Officer – 50% of salary	Evidence from the EEF’s Teaching and Learning Toolkit demonstrates that reducing challenging behaviour in school supports improved progress.	1, 2, 3, 5, 6
Attendance Support Officer – 50% of salary	EEF research supports that consistent attendance promotes learning and an increased chance of academic success	1, 2, 5, 6
Careers SLA	Raising aspiration and ensuring that students are ambitious is central to Westwood’s philosophy and to this strategy. Engaging PP eligible students with a career path is key to switching them on to the curriculum.	1
Support with Trips and Visits	Evidence from the EEF shows that arts participation is effective in engaging students with their studies. The Cultural Capital gained from visits is crucial for wider development.	1, 2, 3, 6
Support with Resources	Providing PP eligible students with the resources necessary to access the curriculum, alongside the provision of support materials that may not otherwise be accessed.	3, 4, 5
Support with Uniform	Ensuring that students are not made to feel different from others when financial barriers may exist within families.	2, 6

Total budgeted cost: £120000

## **Part B: Review of outcomes in the previous academic year**

### **22-23 Pupil Premium strategy outcomes**

Though it is encouraging that the gap between the progress of PP and non-PP continues to close (from -0.81 in 2021 to -0.73 in 2023), the gap is still a significant one.

In 22-23, underperforming PP students were identified and took part in school-led tuition in either English or Maths. Tuition utilised existing school staff to ensure familiarity and positive relationships, students were tutored in small groups (no more than three students per group) for up to 15 1 hour sessions. Tutoring sessions were a combination of sessions provided in collaboration with class taught Maths and English lessons and utilising non-subject session sessions such as PD and PE. In total, around 400 hours of tuition were delivered. Evidence from in-class assessments demonstrated that the grades of almost all students improved as a result of this intervention.

Further academic support continued to be given to PP students in Maths via intervention groups completed during Tutor Time.

PP students were also supported with the provision of revision guides and appropriate equipment for all of their subjects.

PP students had places on subject specific trips and visits funded, the intention of this was to enrich the depth of their subject understanding by giving them access to experiences which otherwise they might not be able to.

### **21-22 Pupil Premium strategy outcomes**

Though the gap between the progress and attainment of PP and non-PP remains a significant one, there is evidence of a slight closing of the gap from 20-21 outcomes (see page 3).

In 21-22, 54 PP students took part in school-led tuition in either English or Maths. Utilising existing school staff to ensure familiarity and positive relationships, students were tutored in small groups (no more than three students per group) for up to 15 1 hour sessions. In total, over 450 hours of tuition were delivered. Evidence from in-class assessments demonstrated that the grades of almost all students improved as a result of this intervention.



Further academic support was given to PP students in Maths via intervention groups completed during Tutor Time. PP students were also supported with the provision of revision guides for all of their subjects.

## 20-21 Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Interventions to support PP eligible students during 2020-2021 are outlined in our 20-21 Pupil Premium Strategy (<https://www.ttlf.org.uk/wp-content/uploads/sites/10/2021/01/Pupil-Premium-strategy-update-20-21.pdf>).

These interventions supported PP eligible students in securing a positive progress scores in school-based assessments throughout Year 11:

		All	Male	Female	EAL	Non EAL	LA	Non LA	PP	Non PP	SEN	Non SEN
Progress 8	Y11 SPC 1 November 2020	0.6	0.52	0.69	0.83	0.6	0.27	0.61	0.19	0.69	0.57	0.61
	Y11 SPC 2 January 2021	0.66	0.64	0.69	1.11	0.65	0.22	0.67	0.12	0.78	0.49	0.68
	Y11 SPC 3 March 2021	0.64	0.58	0.72	1.01	0.63	0.12	0.65	0.13	0.75	0.51	0.66

## 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
Sam Learning	Sam Learning
MyMaths	Oxford University Press