

# Pupil Premium Strategy Statement

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 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	Westlands Secondary School
Number of pupils in school	1798
Proportion (%) of pupil premium eligible pupils	26% (Year 7 - 11)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 year plan
Date this statement was published	18th December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Miss C Honess
Pupil premium lead	Mrs B Arculus-Pennells
Governor / Trustee lead	Mr A Barham

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 356,489.00
Recovery premium funding allocation this academic year	£ 102,8933.88
Catch-up funding rolled forward from previous year (enter £0 if not applicable)	£ 53,360.00
School-led tutor funding for Pupil Premium students (enter the proportionate amount if not using the entire fund)	£ 44,712
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	£ 557,454.00

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

Our staff are fully committed to making sure every young person, no matter what socio-economic or family background they have, gets the education opportunities and outcomes they deserve.

Westlands School uses well researched, evidence-based strategies that aim to improve the attainment of our disadvantaged pupils. Based on Sutton Trust research and the school's knowledge of its pupils, its community and what works best for our school, we place the following principles and strategies at the heart of all learning as we believe that they produce the best results for our pupils.

- Having very high expectations in terms of the standards, achievement, attendance, and behaviour of every pupil across the ability spectrum.
- Support from high quality, highly trained, experienced teachers and teaching assistants who have a variety of knowledge and expertise across a range of areas and needs.
- Prioritising pupil premium pupils with high quality, clear feedback about their work and ways they could improve it to move their learning forward.
- One to one support for specific needs, such as learning difficulties or social and emotional matters as well as daily reading and writing.
- Personalised intervention which targets and supports individual pupils needs.
- Involving our parents and carers in the learning process as much as possible.
- Enabling children in receipt of Pupil Premium to participate in events, trips, and extra-curricular activities so that their cultural capital is developed and they are not disenfranchised from experiences which broaden their understanding of the wider world.
- Ensuring that children in receipt of Pupil Premium participate in activities relating to careers education so that they have high aspirations for adulthood and their future careers/employment.

We keep the strategies and principles above at the heart of our decision-making on expenditure of the Pupil Premium and publish a list of specific learning opportunities based on our principles, on our school website.

## Challenges

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

Challenge number	Detail of challenge
1	Pupils from disadvantaged backgrounds tend to arrive at school with poorer literacy and reading skills compared to others. This gap will have now widened due to the national lockdowns in response to Covid-19.
2	PP students make slower rates of progress than their non-PP peers in many subjects, including English, mathematics, and science.
3	Attendance for pupils eligible for PP is below the whole school target. This reduces their school hours and causes them to fall behind. Strategies are addressed to the whole school via Learning Leaders and Community Time teachers. Individual strategies are designed around the individual student and their families, which may include reward incentives and transport costs.
4	Due to Covid-19 pupils will have been away from school structure and routines for a prolonged period of time causing potential social, emotional and mental health needs that impact on their wellbeing and academic progress. Low self-esteem, lack of support and low aspirations can create a negative outlook at school. A more tailored approach is needed for these students as not all universal strategies will work for them. Using a range of intervention strategies and catch-up programmes at a personal level will address this.
5	Parental engagement can be a challenge. Parental Involvement in a child's learning is important for a student's intellectual and social development and has a significant effect on educational achievement. Parents of disadvantaged students can make a positive contribution to their child's academic achievement if support and encouragement is offered.
6	During the pandemic the number of Pupil Premium students becoming NEET has increased nationally, and the gap in social disadvantage has widened which is a factor in destinations and routes to further/higher education, training and employment.

## 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
1. Increase level of progress in literacy and reading for pupils with a specific focus on Year 7, 8 and 9 pupils eligible for PP.	By the end of the year, at least 85% of targeted pupils in Year 7, 8 and 9 will have made progress with their reading age which will be evidenced through Accelerated Reader and NGRT tests.  Intervention records will show successful engagement with reading and literacy skills. All underachieving PP pupils in years 7, 8 and 9 will have access to literacy and reading intervention and termly assessments.  16% of the school led tutoring grant will be used for individual or small group tuition focussing on reading and comprehension intervention in KS3.
2. To improve rates of progress for all PP pupils, with a particular focus on English, mathematics, and science.	The whole school P8 figure for DA pupils is closer to the national average (school 2019 was -0.36 and in 2018 was -0.4 ).
3. Attendance is in line or better than national average for disadvantaged students	The number of persistent absentees (PA) among pupils eligible for PP will reduce.

	<p>Overall attendance among pupils eligible for PP to improve, in working towards PP attendance being in line with 'other' pupils and national average.</p> <p>Average PP attendance to close the gap to 3% or below, of the whole school average.</p>
<p>4. Tailored intervention is put in place for PP pupils which improves attainment as well as supporting social, emotional, and mental wellbeing of our pupils.</p>	<p>KS3 pupils with a particular focus on Year 7 PP pupils are identified and prioritised to receive 1:1 literacy and reading intervention to ensure pupils make expected levels of progress.</p> <p>Strategies are in place to ensure that pupils in KS4 are supported with the necessary catch-up and intervention to ensure good outcomes are achieved.</p> <p>Catch-up support is utilised so that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the support needed to make substantial progress by the end of the academic year.</p> <p>Personal guidance interviews with a qualified professional, allow students to make informed decisions about their future choices and opportunities available to them.</p>
<p>5. To improve the engagement of parents and carers in the learning process.</p>	<p>Parents attendance for PP pupils will improve from last year by providing both face-to-face and virtual parents evening opportunities.</p> <p>Increased opportunities for parents to become involved in their child's learning such as parental workshops, information, and options evening's.</p> <p>Attendance to parental workshops, information and option evenings are tracked and monitored to allow for further focussed parental communication and support.</p>
<p>6. To reduce the number of Yr11/12/13 pupils who are NEET (or maintain at 0%) by targeted CEIAG for Pupil Premium students</p>	<p>Early identification of potential NEET pupils are raised with the NEET team to offer workshops and additional guidance for pupils.</p> <p>NEET team interventions are carefully monitored and tracked to ensure effectiveness of impact.</p> <p>Regular communication with KCC is maintained to identify any future NEETs in order to offer further focus support.</p>

## 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: £ 239,059

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ and retain additional teachers in English, mathematics, and science	According to the EEF toolkit, as the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils - resulting in approximately three months' additional progress for pupils, on average.	1 and 2
Employ and retain specialist teachers to teach in our SEND specialist provision	Those students with a specialist need will be supported by a specialist, withdrawn from selected lessons to receive targeted intervention, to improve access to curriculum content. Small class sizes show a positive effect on pupil progress according to the EEF toolkit.	1 and 2
RADAR reading intervention	Components of language identified as an area of weakness from moderation and historic gap analysis. SAT English network groups have successfully trialed this approach using the accelerated reader system and literacy intervention strategies. EEF research shows on average, reading comprehension approaches deliver an additional six months' progress.	1 and 2
Classroom strategies – seating plans, class profiles, feedback, and assessment	Our targeted questioning, class profiles, seating plans and feedback strategies ensures that we prioritise bespoke strategies for our PP pupils which focus on improving outcomes for our PP pupils, emphasising the importance of resilience and independence. EEF has shown that feedback studies tend to show very high effects on learning. Research evidence about feedback was part of the rationale for assessment for learning (AfL). One evaluation of AfL indicated an impact of half of a GCSE grade per student per subject is achievable, which would be in line with the wider evidence about feedback.	1 and 2
Access to technology	Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. As all pupils return to school, technology will be valuable; for example, independent learning, remote education, etc.	1,2 and 4
Access to subject specific texts and resources	The evidence shows according to the EEF toolkit that the impact of homework, on average, is five months' additional progress. Therefore, having access to subject specific text books and other resources will support attainment and progress.	1, 2 and 4

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

Budgeted cost: £ 213,683

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Learning Leaders	Having Learning Leaders across the school ensures targeted support for focus groups by evaluating and monitoring pupil progress and providing tailored strategies to raise their attainment.	1, 2, 3, 4 and 5
Individual pupil support	Evidence suggests that TA's can have a positive impact on academic achievement. Where teaching assistant impact is measured and student progress reviewed frequently, pupils' needs can be met to support progress in lessons. TA intervention can have limited impact if not targeted effectively and impact monitored (EEF).	1, 2 and 4
Small group or one-to-one tuition	Children and young people across the country have experienced unprecedented disruption to their education as a result of Coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those impacted the most. There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. In order to support pupils who have fallen furthest behind , structured interventions, which may also be delivered one to one or in small groups.	1, 2 and 4
Outer School Learning Opportunities	The average impact of approaches involving extending school time is approximately an additional three months' progress over the course of a year. The school has successfully offered a range of outer school learning opportunities including extending the school day for KS4 and KS5 so that pupils can receive additional intervention and tuition.	1, 2 and 4

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

Budgeted cost: £60,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Working with families to improve attendance	The services of SEAAS have been utilised for four years. An improvement in the importance of attendance for the whole school environment has increased. SEAAS meet parents, work with community staff and challenge poor attendance. All research indicates that low attendance is the single biggest factor preventing progress.	3 and 4

Working with families to improve parental engagement	International research has shown that parental engagement (of various kinds) has a positive impact on many indicators of student achievement. (Family School & Community Partnerships Bureau)	3, 4 and 5
Aspirational exposure	Although the Sutton Trust Toolkit suggests that aspirational interventions have little impact on educational achievement, we have, in school case studies, show that raising our pupils' aspirations incentivises them and therefore improves attainment. It has also shown that it improves confidence and resilience aligning with our core RADAR principles. Providing careers guidance that links to the GATSBY benchmarks will allow pupils to make links between subject content and career opportunities.	1, 2, 4, 5 and 6
Enrichment opportunities	Research suggests that PP pupils accessing extra - curricular activities, trips and experiences promotes high aspirations about their future which leads to higher academic progress.	1, 2, 4, 5 and 6
Uniform and equipment	Many PP parents experience material poverty in terms of resources and equipment, so providing equipment and uniform allows PP students to fully access the curriculum and school community.	3 and 5

**Total budgeted cost: £ 512,742.00**

# 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 2020 to 2021 academic year.

Please find an outline of some of the internal measures that have been used to evaluate the impact of last year's Pupil Premium Strategy.

### Teaching

In line with the school's philosophy of promoting quality first teaching and learning, last year funds were deployed for specialist teachers within the English, mathematics, science, and specialist educational needs department.

Additional TLR posts were made available last year to provide further capacity to our core areas of focus:

- Covid Catch Up Coordinators (KS3 and KS4)
- KS3 Reading Coordinator
- Second Deputy SENCo, Pyramid Centre Manager and T&L SEND TLR
- Communication Coordinator

Additional continued professional development was given to all NQTs who trained in the previous year, missing 4 or more months of their training due to Covid -19. A digital CPD package was purchased to allow all staff access to personal professional development throughout last year including national lockdowns.

### Targeted support

KS3 PP pupils received 1-2-1 literacy and reading support and were RADAR tested more frequently than 'other' students. Pupils were regularly exposed to the academic word list taught in English lessons and implicitly taught across the curriculum.

PP Year 7 pupils who were targeted for reading intervention made an increase +0.04 in their reading age from term 1 - term 3 2019/20 compared with an average increase of +0.03 for the rest of Year 7. This is based on Accelerated Reader star test results. PP Year 9 pupils showed growth of +0.03. This was in line with the rest of the year group.

With the SAT trust introduction of NGRT testing, we have some Reading Age data (including two test points for Year 7 which gives some indication of progress, and one test point for Year 8). Please see the data for PP pupils below.

- 100% of PP pupils showed an increase in their reading age
- 65% of PP pupils were making expected, or higher than expected progress.

20% of PP pupils were quizzed 8 times or more. 24% of PP pupils were quizzed 5 times or more. The total word count of PP pupils increased by nearly two million since Term 1 (word count Term 1 was 99,750 and Term 5 at 2,060,076.)

Additional specialist outside intervention for mental health and anxiety concerns by the NHS CHATS team was delivered to target pupils throughout last year in order to support pupils' social and emotional needs.

### Wider strategies

SEASS attendance team supported pupils and families last year specifically with persistent absentees, many of whom are eligible for PP. Cases were reviewed on an individual basis and showed an improvement of getting persistent absence PP pupils back into school after the national lockdown. SEASS continued to support families and pupils during lockdown with personalised phone calls and working with external agencies to improve parental engagement and communication.

Virtual parents evenings were set up after the national lockdown which saw a slight increase (3%) in parental attendance compared to the previous year's average attendance of face-to-face parents evenings attendance.

Unfortunately due to Covid-19 restrictions we were not able to arrange trips and extra-curricular activities for a significant amount of this academic year. Where possible virtual guest speakers and other virtual opportunities were delivered:

- Interactive Communication and Motivational Workshop to assist with the development of communication skills after being isolated in lockdown.
- Careers opportunities: army and 1:1 LAC interviews with careers advisors
- Christchurch University: personal statement workshops
- Animal Aid (Food Technology),
- Keynote Education: language skills (English)
- Young women's empowerment conference

Westlands also utilised KMPF to organise a programme of career-based activities which provides outreach opportunities for disadvantaged students within the KMPF cohort:

- KMPF Mentoring: Offered through Greenwich University
- KMPF: Student Finance Talk
- KMPF: Mentoring and completing applications to university

## Assessment and Outcomes

Due to Covid-19 and Remote Learning, there was a significant impact on the Assessment, Recording and Reporting processes.

Year 7 sat CAT 4 tests, in lieu of not having any KS2 data:

Year 7 20-21

330	Pupils	100%
93	PP	28%

92 PP Pupils sat CATs

39	PP CATs Below Average	42%
3	PP CATs Above Average	3%

77 PP Pupils sat Reading Age test in Autumn

49	PP Reading Age below	64%
14	PP Reading Age on	18%
14	PP Reading Age above	18%

73 PP Pupils sat GL Maths Assessment in Autumn

39	PP Below Average	53%
32	PP Average	44%
2	PP Above Average	3%

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Year 11 Teacher Assessed Grades are below:

<b>Year 11 Teacher Assessed Grades 2021</b>				
Measure	PP (78 pupils / 26%)		Non PP (222 pupils / 74%)	
	4+ %	5+ %	4+ %	5+ %
Basics	51%	22%	67%	41%
English	54%	31%	77%	50%
Maths	59%	37%	78%	57%
Science	43%	25%	66%	42%
Geography	21%	10%	48%	26%
History	19%	9%	46%	27%
Comp Science	50%	38%	36%	21%
French	100%	40%	90%	75%

## 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

<b>Programme</b>	<b>Provider</b>
Lexia	Lexia Learning
CAT 4s	GL Assessments

### **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:

- using the school led tutoring grant to provide 1:1/small group tutoring with students in Years 7 - 11.
- 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 NHS CHATS teams which provides specialist outside intervention for mental health and anxiety concerns.
- 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.