

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	1782
Proportion (%) of pupil premium eligible pupils	27% (Year 7 - 11)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 year plan
Date this statement was published	13th December 2023
Date on which it will be reviewed	September 2024
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	£416,070
Recovery premium funding allocation this academic year	£134,124
Catch-up funding rolled forward from previous year (enter £0 if not applicable)	£0
School-led tutor funding for Pupil Premium students (enter the proportionate amount if not using the entire fund)	£29,467
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	£579,661

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 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	Post pandemic pupils will still be re-adjusting to school structure and routines 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	The number of Pupil Premium students becoming NEET has increased nationally due to the disruption of Covid-19, 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.	<p>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.</p> <p>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.</p> <p>100% of pupils who have a reading age of more than two years below their chronological age will receive tailored intervention.</p>

<p>2. To improve rates of progress for all PP pupils, with a particular focus on KS3 science, geography, history and MFL and in KS4, English, mathematics, and science.</p>	<p>The whole school P8 figure for PP pupils is closer to the national average for PP pupils (2023 -0.57). The school figures for DA PP were as follows: 2023 -0.62, 2022 -0.29, 2019 -0.36. The school continues to be above the Swale PP P8 average (2023 -1.14).</p>
<p>3. Attendance is in line or better than national average for disadvantaged students, particularly for those in receipt of FSM.</p>	<p>The number of persistent absentees (PA) (in particular those in receipt of FSM) among pupils eligible for PP will reduce.</p> <p>Overall attendance among pupils eligible for PP to improve (in particular those in receipt of FSM), working towards PP attendance being in line with 'other' pupils and national average.</p> <p>Average PP attendance to close the gap to be within 3% of the whole school average. Attendance of those in receipt of FSM in particular, is within 3% of the whole school average.</p>
<p>4. Tailored intervention and supportive strategies are 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 and Year 9 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>Pupil premium funding is utilised so that all PP 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 and internal support from identified school staff, 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>PP parents attendance at parents' evenings and other targeted events will improve in comparison from last year as a result of providing both face-to-face and virtual parents' evening opportunities, supported through effective and increased liaison and communication from the school.</p> <p>Increased opportunities for parents to become involved in their child's learning such as parental workshops, information and options evenings.</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> <p>0% PP are reported NEET in 2024.</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: £122034.46

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 two 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. Evidence indicates that one to one tuition can be effective, providing five additional months' progress on average (EEF).	1 and 2
RADAR reading intervention and effective response to analysis of reading data.	Components of language identified as an area of weakness from moderation and historic gap analysis. SAT English network groups have successfully trialled 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. Standardised tests eg NGRT reading tests, can provide valuable insights into the specific strengths and weaknesses of individual pupils.	1 and 2
Classroom strategies – seating plans, class profiles, feedback, use of keywords 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. Our focus on reference to keywords and definitions every lesson aims to help extend pupil familiarity of key vocabulary. This is supported by	1 and 2

	the EEF Improving Literacy Guidance Report (2019), recommendation 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. Digital technology can add up to +4 months progress (EEF, 2020). In 2021 EEF published guidance on how using digital technology can improve learning. They highlight that it can improve the impact of pupil practice as well as improving access to modelling, explanation and feedback.	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, including web-based resources will support attainment and progress. The provision of additional materials to support pupils with their revision will also aid further progression.	1, 2 and 4

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

Budgeted cost: £196952.16

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	Small group tuition has an average impact of four months' additional progress over the course of a year (EEF). One to one and small group tuition are both effective interventions where it is targeted at pupils' specific needs.	1, 2 and 4
Out of 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 out of school learning opportunities including extending the school day for KS4 and KS5 so that pupils can receive additional	1, 2 and 4

	intervention and tuition. Prioritising attendance at OSL and holiday sessions, together with targeted intervention for Y11 PP students is a proven strategy to support progress.	
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Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £260674.38

Activity	Evidence that supports this approach	Challenge number(s) addressed
Working with families to improve attendance.	The services of SEAAS have been used for six years. 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. Research from Sept 2022 demonstrates that up to 65% of the DA gaps in outcomes are due to the impact of poor or persistent attendance.	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). This is also supported by the EEF Toolkit- parental engagement suggests +3 months progress.	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, shown 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
Whole school focus on improving attendance of PP pupils, in particular those in receipt of FSM.	The DFE published research in 2016 which found that the higher the absence rate across KS4, the lower the level of likely level of attainment at KS4. It also showed that pupils with no absence were more likely to achieve 5+ GCSE grades A*-C,	2,3,4 and 6

	including English and mathematics than pupils who missed 15-20% of KS4 lessons.	
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Total budgeted cost: £579,661

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 2022 to 2023 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 sustained 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
- Additional SEAAS attendance officer

A digital CPD package was purchased to allow all staff access to personal professional development throughout the last three years including national lockdowns.

Targeted support

Small group internal tuition was delivered to 52 PP pupils in preparation for GCSE examinations in Y10 and Y11. 155 pupils received intervention overall, meaning 34% of pupils targeted engaging with the intervention were PP.

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.

NGRT data evidenced that 56% of underachieving PP pupils who were retested, made improvements. Analysis of Star Reading test data for 65 Year 7 PP pupils shows that they made an average improvement of +6 months, compared to an average improvement of +5 months for non PP pupils. Improvements for Year 8 and 9 PP pupils was even more positive.

NGRT data shows that Y7 DA students made significant progress throughout the year, with the mean SAS increasing by 3 points (77-80). For Y8 and Y9, the overall SAS point remained the same, but there were increases in the number of students in stanine 5 and 6. The data also shows us that the number of students below chronological age decreased by 3% throughout the year for DA pupils in all year groups. Year 9 saw a 9% decrease in DA pupils 6-24 months below. After that, the greatest improvement was Year 7 25+ months below, with a 8% improvement for DA.

Bedrock Learning (a digital literacy curriculum) has been used for two years in order to equip KS3 learners with the knowledge in literacy that they need to improve their educational outcomes.

Bedrock Data: 17% average improvement percentage for PP cohort (compared to a national average of approximately 15%).

Nationally, students on average start a Bedrock pretest at 66% and improve to 79%. Analysis shows that the school outperformed this, with pupils improving to 83%.

Lessons have started to incorporate the vocabulary learned from Bedrock blocks as retrieval starter activities based on the Frayer model of understanding and using the words correctly based on topics covered. Ongoing CPD will be delivered on this in English and in whole school teaching and learning briefings.

Additional specialist outside intervention for mental health and anxiety concerns by Sarah Deane (Willow counselling) 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.

We continue to maintain strong working relationships with The Education People NEET Team where 'at risk' pupils were identified for additional support and guidance. WSS career lead met with 'at risk' students to support applications and placements. Personal guidance was strategically planned throughout the year and 'at risk' pupils were monitored carefully and identified to the NEET team.

A hybrid of both virtual and face-to-face parents' evening opportunities were offered last year with the continued purchase of a digital virtual parents' evenings platform to allow more opportunities for parents and guardians to attend parents' evenings.

Year 11 parental workshops opportunities were provided to PP parents and guardians in the lead up to mock and real summer examinations. The workshops focussed on how parents and guardians can support their child in effective revision strategies. A Year 7 transition programme was designed alongside a Year 7 parental information evening in order to support the transition for pupils in Year 6 to Year 7. A Year 7 parental and pupil workshop was delivered by mathematics and science teachers to guide parents as to how best to support their children in these subject areas.

A range of trips and extra-curricular activities opportunities were provided to pupils and financial contributions were given to PP pupils.

Assessment and Outcomes

KS3 Data

Year 7	English	Mathematics	Science
On or above expected	70%	77%	73%
PP on or above expected	72%	77%	61%
Non PP on or above expected	70%	77%	78%

PP pupils are performing on or above expected level for English and mathematics, but below the expected level in science. The gap in science was steady throughout the year at around 8% until the end of year assessments. Improvements were seen in English and mathematics in comparison to the figures for the previous Year 7 cohort.

Year 8	English	Mathematics	Science
On or above expected	65%	65%	67%
PP on or above expected	70%	65%	68%
Non PP on or above expected	63%	65%	67%

PP pupils are performing on or above expected level compared to 'others' in English and mathematics. The gap remained stable throughout the year.

Year 9	English	Mathematics	Science
On or above expected	61%	72%	67%
PP on or above expected	64%	70%	63%
Non PP on or above expected	60%	73%	68%

PP pupils are performing around the expected level in English and mathematics, but below in science. The gap in between PP and non-PP performance in science decreased from 8% to 5% during the year.

Year 11 Results 2022 - 2023

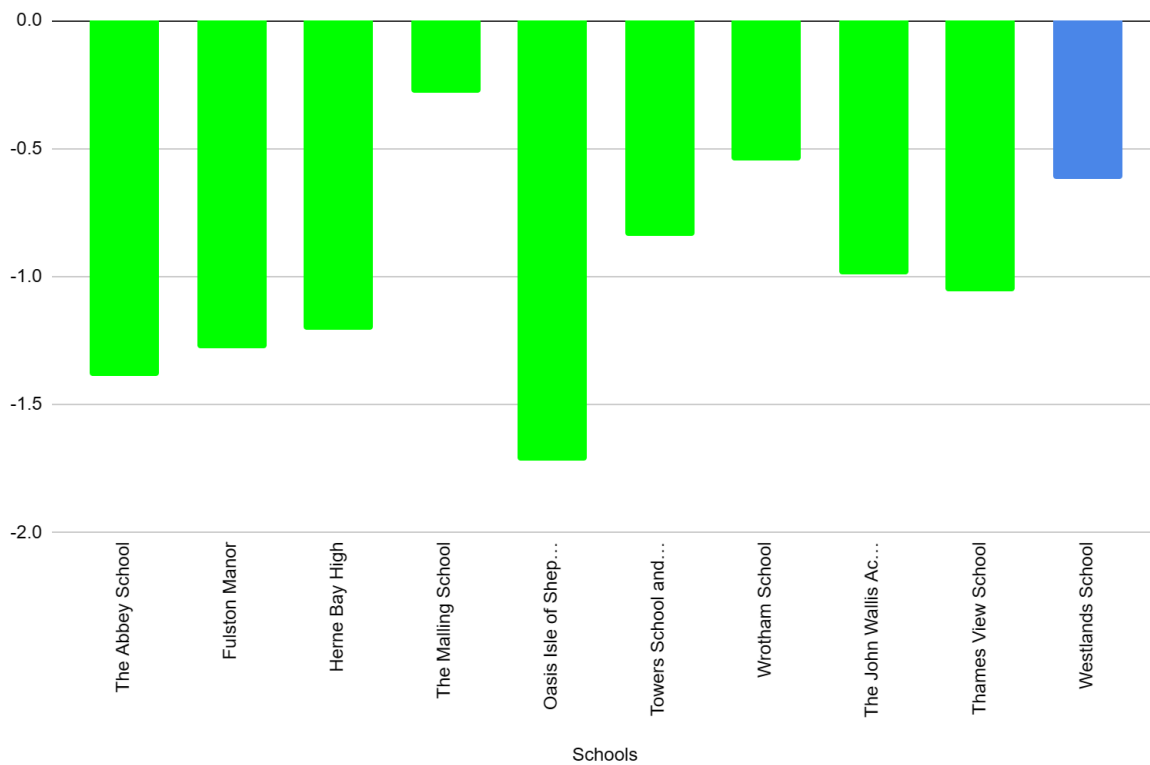
Westlands School – Headline Figures

Year 11 2022/23 Summer Results

	All Pupils		Disadvantaged	
	Grade 5+	Grade 4+	Grade 5+	Grade 4+
Cohort (#)	301 + 2 guests		63	
Basics (En/Mm)	44%	63%	22%	40%
2022/23 Final prediction	40%	59%	20%	39%
School 2022	38%	60%	31%	44%
National 2022	50%	68%	30%	48%
English (BoB)	58%	74%	31%	55%
2022/23 Final prediction	51%	71%	27%	49%
School 2022	46%	69%	37%	57%
National 2022	65%	79%	-	-
Mathematics	51%	70%	28%	48%
2022/23 Final prediction	48%	65%	28%	48%
School 2022	54%	72%	43%	57%
National 2022	55%	73%	-	-
Science (2x)	42%	61%	22%	37%
2022/23 Final prediction	50%	69%	34%	58%
School 2022	41%	59%	26%	44%
National 2022	39%	69%	-	-

	School 2018	School 2019	2021/22 Results	2022/23 Results	2022/23 D Results
Attainment 8	40.4	42.37	42.53	44.49	35.55
Progress 8	-0.13	-0.10	-0.17	0.02	-0.62
English Attainment 8	8.37	8.82	8.84	9.35	7.53
Mathematics Attainment 8	8.33	8.99	8.94	8.89	7.03

PP P8 scores comparisons



Our monitoring of the progress of our Pupil Premium pupils continues to be a focus area, with relevant interventions being adapted to suit pupils' needs. The impact of these strategies is seen in the average P8 score of our disadvantaged pupils when compared to some other non selective schools in Kent. In both 2019 and 2022, our average P8 score was been better than the national average and in 2023 the school PP P8 score was within 0.05 of the PP national average (-0.57).

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
Dyslexia / Literacy Gold	Dyslexia / Literacy Gold
CAT 4s	GL Assessments
NGRT	GL Assessments
Bedrock Learning	Bedrock Learning
Accelerated Reader	Renaissance Learning
Mathletics	Mathletics...still used
MathsWatch	MathsWatch
Seneca	Seneca

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 selected students.
- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils and parents know the content of the curriculum to be delivered and associated Driving Questions.
- utilising support from our counselling providers which provide 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.