

Pupil Premium (PP) Strategy and Review

1. Summary information for the current academic year

School	Westlands Secondary School				
Academic Year	2020/21	Total PP budget	£333,295.00	Date of most recent PP Review	March 2020
Total number of pupils	1763	Number of pupils eligible for PP	399	Date for next internal review of this strategy	November 2020

2. Current attainment

	Pupils eligible for PP (your school 2020/2021)	Pupils eligible for PP (national average 2018/19)
Progress 8 score average	0.03	-0.45
Attainment 8 score average	40.19	36.7

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers (issues to be addressed in school, such as poor literacy skills)

A.	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 lockdown in response to Covid-19.
B.	PP students make slower rates of progress than their non-PP peers in many subjects, including English, mathematics and science.

C.	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.
Additional barriers (including issues which also require action outside school, such as low attendance rates)	
D.	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, including back to school interviews. Individual strategies are designed around the individual student and their families, which may include reward incentives and transport costs.

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	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>Accelerated Reader will continue to be a strategy used to improve reading ages for all students in years 7, 8 and 9.</p> <p>By the end of the year, at least 85% of targeted pupils will have made progress with their reading age. Target pupils will have quizzed a minimum of 8 times on Accelerated Reader.</p> <p>Intervention records will show successful engagement with vocabulary work and literacy skills. All underachieving PP pupils in years 7, 8 and 9 have vocabulary intervention and termly assessments will show 85% of students have improved their vocabulary.</p>
B.	To improve rates of progress for all PP pupils, with a particular focus on English, mathematics and science. To improve the progress in Year 11 for HPA PP pupils especially in English (SIP 2020 - 2021).	<p>The whole school Progress 8 (P8) figure for DA pupils is closer to the national average (2018/19 was -0.1 and 2017/18 was -0.13).</p> <p>English Progress 8 moves to at least the 3rd quintile nationally, and is no less than -0.2. English HPA is</p>

		closer to the national average, with at least 20% of HPA students achieving at 7+ in either English Language or Literature, 80% a 5+ and 95% a 4+. (SSP 2020-21)
C.	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>Strategies are in place to ensure that pupils in Year 11 (and Year 10) are supported with the necessary catch-up and intervention to ensure good outcomes. 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>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>Personal guidance interviews with a qualified professional, allow students to make informed decisions about their future choices and opportunities available to them.</p>
D.	Increase attendance rates for pupils eligible for PP.	<p>Reduce the number of persistent absentees (PA) among pupils eligible for PP. Overall attendance among pupils eligible for PP to improve, in working towards PP attendance being in line with 'other' pupils. Average PP attendance to close the gap to 3% or below, of the whole school average.</p>

5.Planned expenditure

Academic year

2020/21

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Employ additional teachers in English, mathematics and science	To ensure quality first teaching to improve attainment.	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.	Curriculum structure in English, mathematics and science will show additional groups and smaller group sizes. PAT meetings will identify students requiring additional academic support. Smaller class sizes will be prioritised in Year 10 where there are more PP pupils in comparison to other year groups.	CHH LCO GSA SHW	Annually
Employ specialist teachers to teach in our SEND specialist provision.	To ensure quality first teaching to improve attainment of SEND pupils identified as PP.	Those students with a specialist need will be supported by a specialist, withdrawn from lessons to receive targeted intervention, so as to improve access to curriculum content. Small class sizes show a positive effect on pupil progress according to the EEF toolkit.	Specialist intervention given to identified pupils. Recording and tracking of support given and improvements in attendance / behaviour / attainment	RHC JMG AIB	Ongoing
RADAR reading Literacy intervention	To improve progress in literacy and reading for Year 7, 8 and 9 pupils eligible for PP.	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.	Subject Leaders along with Senior Assistant Headteacher to oversee resources and curriculum development with KS3 lead and other necessary parties. Tracking and monitoring used in intervention led by LYB. Books to be purchased for PP pupils to read at home in Years 7-9.	GSA CTE LCS JOH LYB	Termly

Learning Leaders	To enable every student access to an academic mentor.	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.	LL will be line managed by SAHT and will attend weekly PAT meetings with SLT. Actions in response to data will be recorded. LL are to create case studies to support evidence based research interventions.	GSA Community Principals	Weekly PAT meetings and weekly line management meetings
Access to technology	To improve equity of provision to improve outcomes for PP pupils.	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.	Communities to identify PP pupils who do not have access to a device at home and those pupils are to be prioritised in having access to technology to support independent study. Year 11 pupils will be prioritised to receive access to a laptop.	BAR Community Principals SLT	As required
Access to subject specific texts and resources	To ensure equity of provision for all pupils to access subject specific course content both inside and outside of the classroom.	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.	Departments are to use 5% of their budget for direct use for PP pupils. Subject Leaders are to show where they have used their budget and the impact it has had. Additional funding outside 5% is available for departments to bid for in order to offer additional resources to directly support progress and attainment of PP pupils.	CHH to approve and release additional funding outside of %5 department budget allocation. BAR	Ongoing
Total budgeted cost					£117,783

ii. Targeted support

Action	Intended outcome	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>Small group or one-to-one tuition Intervention programmes Extended school time</p>	<p>To address historic underachievement through targeted interventions.</p>	<p>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 hardest hit.</p> <p>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 behind furthest, structured interventions, which may also be delivered one to one or in small groups.</p>	<p>Recording and tracking of support given and improvements in attendance / behaviour / attainment.</p> <p>Continue to use data tracking that allows for targeted intervention in English, maths and science and ensures that all teachers know who their Pupil Premium pupils are.</p>	<p>CHH CTE ALH AMW</p>	<p>Ongoing</p>
<p>Individual pupil support</p>	<p>To enable TAs to effectively work with PP pupils with EHC plans or SEN support leading to increases in attainment/behaviour/attendance.</p>	<p>Evidence suggests that TAs can have a positive impact on academic achievement. Where teaching assistant impact is measured and student progress reviewed frequently, pupils needs can be met in order to support progress in lessons.</p> <p>TA intervention can have limited impact if not targeted effectively and impact monitored (EEF).</p>	<p>Through revising and evaluating the targets on EHC plans and provision plans.</p> <p>Parental evaluation with SENCo either by phone or in a face-to-face meeting.</p>	<p>RHC JMG</p>	<p>Ongoing</p>
<p>Working with families to improve attendance</p>	<p>To improve attendance % for PP pupils so that it is inline with national average.</p>	<p>The services of SEAAS has been utilised for three years. An improvement in the importance of attendance for the whole school</p>	<p>DHT (Attendance and PP lead) to liaise with SEAAS services concerning individual cases. Community Principals to continue to</p>	<p>CRH Community Principals BAR</p>	<p>Ongoing</p>

	Reduce the number of days PP pupils miss by inclusion and exclusions therefore improving attainment/behaviour/engagement/attendance.	<p>environment has increased. SEAAS have worked in harmony with our existing Attendance Office and enabled them to process data efficiently. SEAAS meet parents, work with community staff and challenge poor attendance.</p> <p>All research indicates that low attendance is the single biggest factor preventing progress.</p> <p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. We have also seen an improvement in parental engagement as a result of regular consultation.</p>	<p>work with SEAAS to highlight and put in place key interventions to support a return to school or an improvement in school attendance.</p> <p>Principals create case studies with support from SEAAS to highlight intervention success and track PP key non attenders over a longer period of time.</p> <p>DHT to monitor and track data in order to put bespoke interventions and strategies in place alongside SEAAS.</p> <p>Communities ensure that they highlight any parent communication concerns, via the Principal and DHT.</p> <p>RADAR Provision support, where able, analyses the trend of PP pupils in PRU and alternative placements and reviews the impact of re-integration packages for PP pupils.</p>		
Total budgeted cost					£123, 223
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Classroom strategies – seating plans, class profiles, mark sampling, verbal feedback and assessment for learning (AFL)	To provide specific guidance on how to improve consistent strategies to further improve the provision of quality first teaching.	Our targeted questioning, collaborative class profiles, seating plans and verbal feedback guidance 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.	Quality Assurance by Subject Leaders ,QA leaders, SLT and LL. Learning Walks, Pupil Voice, Progress Checks and Department Deep Dives.	BAR SLT	Termly
Metacognition and self-regulation	To carefully implement teaching approaches during Community Time which encourage learners to plan, monitor and evaluate their learning.	The Sutton Trust website suggests classroom strategies that encourage students to be aware of their own learning, such as enquiry or problem solving develops reflectively and supports student evaluation. Metacognitive and self-regulation strategies can have an impact of 8+ months to a pupil's progress.	Quality Assurance within departments and across the Personal Development curriculum.	BAR SHW LXC	Termly
Aspirational exposure	To ensure that all students, regardless of their background, have the opportunity to aspire to higher education or sustainable employment.	Although the Sutton Trust Toolkit suggests that aspirational interventions have little impact on educational achievement, we have, in school case studies that show that raising our pupils' aspirations incentivises them and therefore improves attainment. It	Subject and QA Leaders will oversee the quality and focus of aspirational experiences alongside our careers advisor. The external trips or speakers (remote or physical) will be reviewed by SLT and SAHT as a reflection exercise.	SHW SOH LSS	As required

		has also shown that it improves confidence and resilience aligning with our core RADAR principles.			
Total budgeted cost					£6,788

6. Review of previous expenditure

Previous Academic Year	2019/20
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i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Employ additional teachers allowing for smaller group sizes in English and maths.	To improve outcomes of PP pupils and the gap from national average decreases.	In line with the school's philosophy of promoting quality first teaching and learning, last year funds were deployed for specialist teachers within the core.	We have seen an improvement in reducing the gap between PP and others in both English and mathematics. We aim to continue this approach, although increasing cohort sizes will diminish this opportunity over time.	£ 74, 060
Employ specialist teachers to teach in our SEND specialist provision.	To improve outcomes of PP SEND pupils and the gap from national schools decreases.	In line with the school's philosophy of promoting quality first teaching and learning, last year funds were deployed for specialist teachers..	This provision is set to continue for the foreseeable future.	£85,000
Learning Leaders.	To address historic underachievement through targeted interventions.	The targeted work that was completed before 23rd March showed an improvement in behaviour, attendance and attainment PP pupils interventions conducted with Learning Leaders.	Dedicated LL who prioritise the attainment of PP pupils is a valuable tool to understanding and responding to the individuals needs.	£34,000

Text books, workbooks and access to laptops.	To ensure subject specific equity of provision and resources.	<p>Regular phone communication and internal engagement data during lockdown showed an increased level of engagement in remote learning from March until July 2020.</p> <p>Departments have used their full allocation on targeted support for PP students which can be evidenced through individual accounting information.</p> <p>During lockdown all KS4 PP pupils were given exercise books, text books and KS4 pupils were given access to a laptop.</p>	Providing revision resources for PP students will continue to be a priority. A student's economic background should not be a barrier to them accessing these valuable resources.	£34,000
Remote learning work pack resources.	To ensure subject specific equity of provision and resources.	<p>Paper work packs for all subjects were distributed to identified KS3 PP pupils who did not have access to the internet or shared a device with multiple people in their home. Each work pack was printed and posted to individual pupils.</p> <p>Regular phone communication and internal engagement data during lockdown showed an increased level of engagement in remote learning from March until July 2020.</p>	Providing paper based resources to KS3 pupils who do not have access to the relevant technology will continue to be a priority. A student's economic background should not be a barrier to them accessing these valuable resources.	£5,000
Reading books.		Reading books were purchased for all KS3 PP pupils to ensure that they had access to reading material outside of school. Each pupil came to a series of 'love of reading' events where they received a book and received intervention with the Key Stage 3 English co-ordinator.	<p>This event was incredibly successful and pupil testimonials showed that they enjoyed the event. Pupils were given the opportunity to swap their reading book for another book once finished as well as receiving targeted intervention.</p> <p>We will be continuing this for next year to establish more data on the impact this has.</p>	£24,000

ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
RADAR reading Literacy intervention	To support specific needs, such as daily reading, phonics and writing.	<p>PP pupils received 1-2-1 support and were RADAR tested more frequently than 'other' students.</p> <p>Pupils were regularly exposed to the academic word list through a new tutor time programme which was established in term 2 2019 as well as explicitly taught in English lessons and implicitly taught across the curriculum.</p> <p>PP Year 7 pupils who worked with LYB 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.</p>	It is imperative that we ensure all students have access to targeted support in order to improve their reading and literacy skills. We will continue to ensure PP pupils are targeted for this provision first and more regularly.	£40,000
Increased parental engagement	To improve communication between parents and guardians of pupils eligible for PP.	<p>Prior to 23rd March our vulnerable group team contacted all parents of pupils eligible for PP prior to parents' evening to confirm attendance which saw an increase in attendance to parents' evening of 12%.</p> <p>During lockdown school mobile phones were purchased to allow the vulnerable group team to continue to make regular contact with PP parents and guardians to offer support, advise and help.</p>	<p>If, in case of a localised lockdown, a similar procedure will be put in place.</p> <p>Regularly phone communication with families continues to be a priority in order to improve wider communication.</p>	£13,000
FSM support	To ensure all pupils received a FSM during lockdown.	Swale Academies Trust worked in conjunction with Westlands to set up and deploy supermarket vouchers before the government funded FSM initiative was set up during lockdown. This allowed all PP pupils to receive a FSM. The monetary value of a FSM voucher was increased for all PP pupils.	If, in case of a localised lockdown, a similar procedure will be put in place.	£10,000

iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Attendance	To improve PP pupils attendance.	<p>SEASS 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 before the 23rd March showed an improvement of getting PA PP pupils back into school.</p> <p>SEASS continued to support families and pupils during lockdown with personalised phone calls and working with external agencies.</p>	SEASS have made invaluable connections with the wider community and have worked closely with our PA PP pupils during lockdown. We saw an improvement in parental engagement and attendance before lockdown. We will continue to utilise this approach next year.	£8,000
Extracurricular activities and trips	To increase the exposure to cultural capital.	<p>A range of trips, clubs and activities were offered and prioritised to PP students with financial support given where needed prior to lockdown. Additional financial support was made available for equipment, resources, etc.</p> <p>Prior to lockdown data showed in Years 7-10 23% of our PP pupils participate regularly in an extracurricular club.</p> <p>All PP pupils had access to financial contributions towards trips via subject areas or the PP bidding system. All PP pupils taking part in the Duke of Edinburgh have had financial support in order to support engagement (Bronze - 5/11 are PP and Silver - 3/16 are PP).</p>	A range of PP pupils were given the opportunity to take part in a range of wider experiences to support their knowledge and understanding of the wider world that they live in. Pupil voice showed an improvement in participation.	£14,000

Other material resources	To support specific needs to ensure equity of provision.	A range of material resources i.e uniform was provided to individual pupils to ensure they had access to a range of material resources to support individual needs.	We will continue to offer support to our most disadvantaged pupils to ensure equity of provision.	£6,000
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7.Additional detail

Due to the closure of schools on 23rd March 2020 because of Covid-19, implementation of the Pupil Premium Strategy 2019-20 was suspended. Westlands Secondary School directed its resources towards supporting eligible pupils to maintain their continuity of learning. As no KS2 data will be available to benchmark standards for Year 7 pupils on entry in September 2020, the school is taking steps to ensure that meaningful data is generated during Term 1 to identify disadvantaged pupils who need additional support, so that reliable progress targets can be set. The same process is in place for other year groups. For this reason, the school will publish its fully developed Pupil Premium Strategy for 2020-21 by the end of Term 2.

