Westborough High School Pupil Premium Strategy Impact 2017-2018

Summary information					
School	Westborough High School				
Academic year	2017 2018	Total PP budget £	£441,021	Date of most recent PP review	September 2018
Total number of pupils	934	Number of pupils eligible for PP	470	Date for next internal review of this strategy	January 2019

Current attainment	2016 Results		2017 Results		2018 Results	
	Disadvantaged	Non	Disadvantaged	Non	Disadvantaged	Non
Average Core KS2 APS per student	25.67	27.38	25.92	26.82	25.74	26.16
New post 2016 measures						
Basics 9-4						
% achieving English and mathematics	35.2%	59.4%	42.7%	45.7%	44.8%	52.9%
% achieving A* - C /9-4 in English and mathematics	English 59.0% Maths 37.1%	English 78.3% Maths 67.9%	English 61.0% Maths 46.3%	English 71.0% Maths 48.9%	English 66.7% Maths 47.1%	English 70.1% Maths 58.6%
Basics 9-5						
% achieving English and mathematics			20.7%	21.3%	27.6%	25.3%
% achieving grades 9-5 in English and mathematics			English 38.0% Maths 28.0%	English 42.6% Maths 28.7%	English 54.0% Maths 29.9%	English 47.1% Maths 32.2%
Progress and Attainment						
Progress 8 score average	-0.54	+0.1	+0.13	+0.16	+0.16 (provisional)	+0.32 (sisra)
Attainment 8 score average	39.8	50.8	37.95	41.95	39.96	42.42

Barriers to future attainment	
In-school barriers	
A.	A significant number of disadvantaged pupils, notably in Year 9 and Year 10 have lower literacy skills than non-disadvantaged pupils; this prevents the disadvantaged pupils making good progress.
B.	Disadvantaged pupils, particularly from the middle prior attainment band, are making less progress than other pupils from the same prior attainment band in some subjects in KS4, particularly mathematics, geography, drama and computing. Alongside this ensure that the most able disadvantaged pupils are supported and challenged to achieve in line with their non-disadvantaged peers.
C.	Low aspirations and self-esteem for a number of pupil premium pupils across all year groups is having a detrimental impact on their academic progress.
External barriers	
D.	Attendance for pupils eligible for pupil premium is 93% (below the target for all pupils of 95%) and persistent absence (10%) is 15%; this reduces their school hours and impacts on learning and progress.

Desired outcomes		Success Criteria
A.	High levels of progress in literacy for pupils eligible for pupil premium **(Barrier lead SH)**	o Work scrutiny will show extended writing that is well structured, 'word rich' and accurate in line with age related expectations o Reading ages will be in line with non-disadvantaged peers and will be in line or above chronological age o Pupils will have the skills to tackle challenging texts suitable for their chronological age and end of key stage assessments, enabling them to make progress across both Key Stage 3 and 4

B.	Improved rates of progress, particularly for pupils from the middle and high band of prior attainment **(Barrier lead ADQ)**	o Progress and attainment of pupil premium pupils currently in school and at GCSE (especially in mathematics, history and geography) are in line with their non-disadvantaged peers and any differences between pupil premium pupils and 'national other' pupils are diminishing o Work scrutiny shows pupil premium pupils have high levels of challenge in their learning which demonstrates good or better progress o Pupils' work deepens their knowledge, understanding and skills
C.	Increased self-esteem, resilience and ambition for the future **(Barrier lead HK)**	o Pupils are confident, independent learners, with positive attitudes to learning as evidenced in quality assurance (pupil & staff voice and work scrutiny) o Increased participation in extra-curricular activities (Westborough Pupil Passport) o Increased proportions of pupil premium pupils progress to a range of higher education establishments, employment or training
D.	Increased attendance rates for pupils eligible for pupil premium **(Barrier lead GS)**	o Attendance is above 95% for disadvantaged pupils o Persistent absence (10%) is in line with non-disadvantaged peers at 8%

A High levels of progress in literacy for pupils eligible for pupil premium B Improved rates of progress at KS4, particularly for pupils from the middle band of prior attainment			
Chosen action/approach	**What is the evidence and rationale for this choice?**	**Impact**	**Recommendations**
Accelerated reader used in KS3 classes effectively. Develop questioning techniques to follow up text reviews and increase pupils' vocabulary range	Accelerated Reader has been shown to have impact both from national data and our in school data	Accelerated reader continues to provide value for money particularly for the disadvantaged pupils but also for the non. The STAR reading tests show that in that the year 7 disadvantaged pupils have improved their reading age by an average of 9 months (11 months for non-disadvantaged). The year 8 cohort have continued to improve their reading age by a further 9 months on average (10 months for non-disadvantaged). When considering the reading ages over two years, the year 8 pupils have made significant progress on their reading ages, on average improving by 16 months. Further analysis of this cohort between the disadvantaged and non-disadvantaged students shows that the disadvantaged pupils have made an improvement of 16 months compared to 14 months for the non-disadvantaged.	– Continue to embed the outstanding practice of high-quality AR lessons by the PE department. – QA needs to be regular to ensure that the most effective practice can be shared with all staff. – Bespoke programme of the PIXL orate course to continue with the whole school focus of pupils being word rich during AR lessons and through form activities.
CPD for staff on helping pupils to think about how they construct their written responses more	Internal and external quality assurance shows that pupils now are able to write extended answers but	Lead Practitioner responsible for whole literacy has delivered staff CPD focusing on the sequence for writing. Staff voice has been complementary of the sessions, this is reflected in the staff survey where 74% of staff surveyed found the structuring	– Further staff CPD focusing on embedding TOWER as a scaffold/lesson/activity structure. This to be combined with the thinking hard focus. – Learning walk analysis of data to ensure this is reflected in work of pupils, specifically in

explicitly particularly focussing on the reformed GCSE's (Geography, Computing and Drama)– teaching sequence for writing: this will be linked to the Improving Writing Quality study in 2014	the structure and accuracy can impede the quality of the written responses. This is evidenced in GCSE scripts. Research from the EEF supports this approach as high impact	longer writing tasks as useful or very useful. Further staff voice shows that 76% of staff feel more confident with their own literacy skills. In terms of bespoke support to departments, Lead Practitioners have supported the whole school literacy focus by attending six training sessions led by the LA with the aim of developing whole school reading and writing. The sessions have generated some useful resources which have been disseminated to the humanities department. Staff are continuing to try out some of the reading strategies and writing strategies. It is important that the most effective practice is embedded within the department	humanities subjects. This is to be supported with work scrutiny of books for pupils with low literacy skills. – Redistribution of Lead Practitioner roles to monitor the implementation and impact of the literacy strategies shared during the CPD sessions.
CPD for staff on reading comprehension strategies to support pupils to access challenging reading texts/extracts.	Internal staff voice cites the increasing challenge in reading ages and complexity of the new reformed GCSEs. This approach encourages pupils to think about their own learning more explicitly – high impact (EEF)	Regular CPD sessions have been delivered which have focused on reading and comprehension strategies. Training sessions to all staff included a range of suggested activities, articles and resources. This was then followed by further training/clarification and modelled literacy activities to reinforce best practice. This has been complemented with the word rich culture and form time activities which have been delivered throughout the academic year.	– Renewed focus on the most effective strategies to help pupils read challenging text, this must be complemented with reading in form time through age appropriate text and PSHE lessons. – Develop programmes which encourage group reading, form tutors listening to pupils read and encouraging them to use the library and training staff with techniques in supporting pupils read e.g. the use of phonics.
			Barrier A total spending £61,844

A High levels of progress in literacy for pupils eligible for pupil premium B Improved rates of progress at KS4, particularly for pupils from the middle band of prior attainment			
Chosen action/approach	**What is the evidence and rationale for this choice?**	**Impact**	**Actions**

Continue to improve the consistency of quality first teaching , including the recommendations for the pupil premium review May 2017: -
In relation to marking and feedback, where staff provided in their feedback precise actions for students to undertake, students were able to make greater strides in their learning. Although further training needs to be provided to ensure all feedback is effective as the best, so that students consistently make progress as a result of
	We want to invest some of the PP in longer term change which will help all pupils. Research from the NFER shows that the quality of teaching can make a whole year's difference Leaders of the more successful schools emphasise the importance of 'quality first teaching'; this is evidenced in our own performance data for disadvantaged pupils. (Supporting the attainment of disadvantaged pupil briefing for school leaders 2015).	CPD sessions have been delivered throughout the last academic year. This has had a positive impact on quality first teaching. The latest staff voice shows that 98% of staff members felt that the CPD were useful and 96% feel more confident about implementing the teaching strategy which has been addressed.
		
		Internal quality assurance shows that:
		  – Teachers have secure subject knowledge and use resources well to promote good quality learning.
		  – Teachers create a positive climate for learning. The positive working relationships between pupils and teachers are a major factor in successful learning; pupils typically refer to the 'bond' they have with their teachers.
		  – In most lessons, activities are engaging and motivating; pupils make at least good progress as a result.
		  – Questioning is typically used well to check pupils' understanding and extend their learning.
		  – Where teaching is most effective, staff make frequent checks on pupils' understanding throughout the lesson and modify tasks and explanations as appropriate
		  – There is a strong whole-school focus on the development of literacy skills across subjects. Expectations have been raised with regard to extended writing and most subjects
			– Further development is required with accessibility and challenge for all pupils. This will ensure that a greater proportion of staff show a strength when it comes to progress and outcomes.
			– Ensure that all staff are effective in developing pupils' oracy skills with a focus on clear communication and the use of subject-specific vocabulary.

a dialogue with the teacher *It was noted that homework is an area for continued development, specifically at Key Stage 4* *Staff use the seating plans effectively so that they focus on PP pupils in each lesson adding reading ages to seating plans*	Based on the May PP review the school are currently undertaking research to develop independence, self-regulation and resilience which best supports the pupils to consolidate and extend their learning at home, including the flipped learning approach.	now routinely set tasks that require pupils to write at length and explain themselves with clarity. – Typically, pupils are keen to improve their work and say that they value their teachers' guidance.	
TLR holders, LPs & SLT to support in mathematics and the EBACC subjects, particularly geography, computing and drama, so that there is rapid improvement in the disadvantaged pupils' outcomes of all ability bands.	It is also clear from the school's performance analysis of KS4 results that Lead Practitioners continue to prove value for money. It is clear that high quality first teaching is having a significant impact on the achievement of disadvantaged pupils, through the CPD sessions offered which are informed as part of the school's self-evaluation. School priorities will also inform the target setting as part	Lead Practitioners continue to prove value for money contributing not only to high quality first teaching for disadvantaged pupils but also significantly contributing to the school's priorities in terms of highly effective CPD for staff. In terms of the basics measure there continues to be upward trend when compared to 2017. There has been a 2% increase in terms of the 'standard pass', grades 9-4 (44%) compared to 42% in 2017. There has also been a significant increase in terms of the 'strong pass', grades 9-5 increasing from 19% in 2017 to 26% in 2018. It is clear that the relentless focus of the achievement of pupils in English and maths, including the targeted approach has helped with this. Further analysis in terms of ability bandings shows that there has been increases in the achievement of the middle ability and higher ability bandings. The middle ability continues to form the largest cohort for disadvantaged pupils, the grades 9-5 have increased	Lead Practitioners are continuing to work with departments where the progress of disadvantaged pupils is not in line with their peers. Focus must include providing bespoke strategies for the languages department and continue to support the humanities department in order to equip staff with skills, thus supporting pupils to access challenging texts and articulate clearly when writing extended responses. Quality assurance systems to monitor the impact of this and best practice is to be shared and revisited in future CPD sessions and during collaborative

| | of the appraisal process and in turn will ensure both disadvantaged and non-disadvantaged pupils benefit from the best practice shared | by 7% but slightly decreased in terms of the 9-4 to 41%. This continues to be a school priority in to 2019.

Specifically looking at the higher ability there has been increases in terms of both grades 4 and 5, an increase to 100% and a 9% increase in terms of 9-5 (82%). More importantly for this cohort there has been an increase to 24% in terms of grades 9-7, increasing from 7% in 2017.

Other subject analysis is outlined below:

– Computing increased from 35% A*-C in 2017 to 64% 9-4
– Religious studies increase from 64% to 85% 9-4.
– Humanities subjects continue to remain a priority, 30% of disadvantaged pupils achieved a grade 9-4 in geography compared to 35% in 2017. Whilst in terms of history 44% achieved a grade 9-4, a decrease from 54% in 2017.
– Drama GCSE saw an increase to 25% from 0% in the previous academic year. With a much better staffing platform internal quality assurance indicates that the upward trend will continue, alongside moving to a BTEC course in 2019.
– Analysis in terms of the unreformed GCSEs shows that they continue to perform strongly, particularly GCSE business, ICT and Urdu.
– This is also reflected in the BTEC subjects with business, health and social and sports BTEC achieving 95% or better in terms of the Level 2 Pass, although it is worth noting that sports BTEC continue to perform strongly in terms of the highest possible grading with 40% achieving a L2 Distinction* or Distinction.
– Class results also show that the pupils that are taught by the Lead Practitioners continue to perform strongly | department time. This includes continuing to develop questioning techniques to follow up text reviews and increase pupils' vocabulary range and ensuring pupils are challenged/supported appropriately.

Ensure that a greater proportion of disadvantaged pupils are taught by the most skilled practitioners where |

considering the low prior attainment of pupils. An example of this is in English and mathematics:

– In class 1 for English

    Language 84% achieved grades 9-4 and 64% achieved grades 9-5 in. For Literature it was 92% 9-4 and 56% 9-5

– In terms of class's performance in mathematics
    o 100 % achieved a grade 9-5, 60% grade 7 and 10% grade 9.

Lead Practitioners have also supported computing and humanities subjects providing bespoke support to the departments.

Alongside this Lead Practitioners have:
– Ran numerous sessions on improving the quality of teaching and learning where on average the vast majority of sessions were useful e.g. 96% agreed the sessions ran by one Lead Practitioner found them useful
– Encouraging staff to become reflective practitioners using IRIS. There has been an increase in the regular users
– Supported staff on the ESIP programme where they were provided with opportunity to develop their practice as part of the appraisal and support process.
– Developed teaching resources for English which were accessed by 82 pupils on the schools VLE
– Provide bespoke support in mathematics specifically with a focus on problem solving and using/applying skills
– Renewed focus in mathematics to address misconceptions at an early stage at KS3 and in year 9

possible or at least this is a matter which is taken in to account when considering the class sets.

Continue to focus on developing strategies for homework, particularly at KS4 to ensure that this is meaningful but also manageable in terms of staff workload. Possibly look at developing the most effective strategies for catching up with work missed, particularly for those pupils who have been classed as persistently absent.

Targeted additional support for pupils who are underperforming at KS3 and KS4, notably geography, mathematics and computing	We want to provide extra support to ensure high attainment and progress. Small group interventions with highly qualified staff are known to be effective This will include morning, and holiday interventions and sessions delivered by external specialists to avoid impact on the rest of the curriculum delivery	– Continued to develop the schools homework policy and ensuring that a greater proportion of pupils complete homework	
		RSL's and PP champion have focused on ensuring that pupils are accurately identified, this includes looking at historical data and ability bandings. The strategies implemented include appropriate timely analysis of data, triangulating with the schools quality assurance systems, robust conversations between staff and the middle/senior leadership teams. Evidence in the school's data and pupils' work indicates that, overall, those eligible for support through the Pupil Premium achieve well considering their individual starting points. The relentless focus on the achievement of disadvantaged pupils continues to reflect an improving trend when placed against the shift in standards, currently it is difficult comment on one of DFE's key performance indicator of progress 8 until the national picture is released over the coming months. Although initial data shows that this should be a positive score (0.16) particularly for the most able. **English** In terms of the achievement of pupils in English, 66% of pupils achieved a standard pass and 50% achieved a strong pass. This represents an increase of 7% for the standard pass and an 11% increase for the	Continue to support the disadvantaged pupils, particularly those who are borderline to achieve a grade 5 and those who have one English or maths, are targeted to attend appropriate interventions including external courses such as the PIXEL strive for 5. The introduction of the maths and English forms will allow for bespoke interventions to be put in place and allow these pupils to be tracked and monitored throughout the year.

strong pass. Further analysis shows that this is due to the strong performance of pupils in English literature where there was a significant increase to 41% compared to 27% for 2017 in terms of grade 5 and above.

Maths

The progress of pupils in mathematics has increased marginally when compared to 2017 in terms of grades 5 and 4. Although there have been significant gains in terms of the most able disadvantaged compared to 2017, this is reflected in an increase from 10% achieving a grade 7 compared to 3.7%.

The progress of the middle ability disadvantaged in mathematics continues to be a key priority for the school. In terms of the achievement of this cohort of pupils there has been a slight increase in terms of grade 5, in 2018 24% compared to 23% in 2017. Although, in terms of the grade 4 this has decreased to 44% who achieved a grade 4 or better, compared to 50% in 2017

In terms of the performance of the other subjects it is difficult to compare to 2017 results as the vast majority of qualifications have been reformed and increased in demand in terms of content but also in terms of the rigour of assessment. The only measure which is the most comparable to the previous A*-C measure is the percentage of pupils achieving a grade 9-4.

National data from 2017/18 shows that disadvantaged pupils in **Year 11** (2017 – 2018) achieved well in several areas when considering the different measures of the revised grading system. In the science subjects, computing and religious study results are favourable when compared to 2017 or were in line with non-disadvantaged pupils within the school.

The focus must remain on the middle ability disadvantaged in mathematics. Analysis of last year's data shows it is specifically the middle ability girls that are significantly under achieving. It is important appropriate time is put aside to ensure this group of pupils engage with the subject.

Targeted additional support for pupils who are underperforming, including: - Arrow reading intervention; corrective reading; reciprocal reading;	Some of the pupils need targeted literacy support to catch up. The programmes used have been evaluated and shown to be effective	The Arrow literacy strategy involved pre-assessment to obtain accurate reading and spelling ages. Pupils then commence the intervention with a mixture of spelling and topic-based sessions. The pupils are in charge of their learning and progress whilst the tutors oversee them. The whole program is completed digitally and focuses on pupils working through a 'Listen, Repeat (Self Voice), Listen, Write and Review' process. This continued 3/4 times a week for 3 weeks at which point they are then re tested for their exit reading age.	The average reading age increase is lower than the previous academic year. This is specifically due to timetable constraints, the realignment of literacy within the SEN department will minimise this. It is intended that this will allow for a much more strategic approach to ensure it continues to provide value for money, it is important that the implementation is reviewed and further analysis is carried out and the most effective practice is share.

The Arrow literacy strategy involved pre-assessment to obtain accurate reading and spelling ages. Pupils then commence the intervention with a mixture of spelling and topic-based sessions. The pupils are in charge of their learning and progress whilst the tutors oversee them. The whole program is completed digitally and focuses on pupils working through a 'Listen, Repeat (Self Voice), Listen, Write and Review' process. This continued 3/4 times a week for 3 weeks at which point they are then re tested for their exit reading age.

Overall 17-18

	Total number of pupils	Total no. of disadvantaged pupils	Av. Reading Increase	Av. Spelling Increase	PP Av. Reading Increase
Y7	13	8	1Y 5M	3M	6M
Y8	29	10	1M	2M	3M
Y9	24	10	3M	2M	2M
Y10	0	0	0	0	0
Y11	10	6	1Y1M	5M	9M
Total	76	**(34)45%**			

45% of pupils targeted were disadvantaged (slightly below the approximately 50% proportion of all pupils who are disadvantaged in school). The primary criterion is based on those with significantly low chronological reading ages, SEN and then if they are disadvantaged. In order to manage the smooth running of this and increased accountability a tutor (teaching assistant) was assigned to each year group to implement the programme. The average reading age increase was 8.5 months compared to 5 months for the disadvantaged cohort.

Year 10 were highlighted as a priority in terms of improved reading ages but due to the demands of the reformed GCSEs and time

		constraints, this proved difficult. Instead it was re-evaluated and decided that the focus to improve this cohort's literacy is done through subject specific intervention and whole school CPD on writing longer written responses.	Continue to monitor the subject's needs of literacy development in each subject through the existing quality assurance systems, where it is deemed necessary use the Lead Practitioner team to support in department time.
Additional resources to promote literacy, including book boxes and the 'word rich' focus including the use of the 'PIXL Orate' programme during form time or intervention sessions	We want to encourage all pupils to become word rich through reading and acquiring a broad vocabulary – 'The word rich will get richer, while the word poor will get poorer.' Rigney, The Matthew Effect p.76	CPD sessions have been delivered and a revised form time activity programme was implemented focussing primarily on year 7-9. This has generally been successful and was well received by staff. Other initiatives have included World Book Day book sale, Drop Everything and Read, focused activities to engage students with book boxes in KS3 e.g.'Booket List', revised whole school spelling policy and Literacy display board celebrating achievements.	Evaluate the impact of the programme and ensure literacy is incorporated in the new PSHE PiXL schemes. Use the revised pastoral structure to ensure that this is continually being evaluated so that the best practice can be shared. Where pupils who require additional support, this is identified at an early stage with increased collaboration with staff responsible for the catch up premium strategy.
			Barrier B total spending £116,456

C Increased self-esteem, resilience and ambition for the future			
Chosen action/approach	What is the evidence and rationale for this choice?	Impact	Recommendations
A comprehensive programme to enhance the curriculum which includes: Visits to universities Financial support to ensure participation in school trips and visits (team building, exposure to the Arts , enterprise and sporting activities Access to specialist careers advice and guidance Participation in local and national competitions Activities/programmes which promote resilience such as the	The PP review identified that much of the work of the school focuses rightly on strengthening pupils' self-confidence and raising their aspirations School evaluations show that pupils who have previously not considered university do so following visits Many of our disadvantaged pupils lack the opportunities of their non-disadvantaged peers and exposure to the wider world has a	All disadvantaged students have taken part in at least one Widening Participation Event through Curriculum Enrichment days, assemblies, college talks and university projects. Visits included a university day at York University, What's wrong with Lucy (Hull Medical School), Women in Engineering (Sheffield University), Audio Music Technology - University of York, Opera North Orchestral Concert Physics at Work – STEM, National Enterprise Challenge to name a few. Pupils most definitely value these opportunities, this is evident through the pupil voice carried out as part of the quality assurance of these activities. The school has worked relentlessly to ensure that percentage of former pupils who are classed as Not in Education, Employment or Training (NEET) decreases. A range of strategies have been implemented, initially focusing on ensuring that all year 11 students have been supported to make applications to colleges / post 16 providers / apprenticeships. Alongside this all students have had access to Independent careers advice and guidance. Through a variety of means e.g. – One to one appointment with Careers Advisor – Bespoke group work session based on need – e.g. Apprenticeships, A Levels, or subject specific – Assemblies	Although the pupils clearly value the widening participation activities, it is important that there is now a strategic approach where we refine the system and collate career aspirations of all pupils at an early stage, this can be done initially through form tutors to ensure that the most appropriate widening participation activities can be tailored to them. This will also help with work experience for year 10 pupils so that they are exposed appropriately to the careers that they expressed an interest in.

'Westborough Pledges' for year 7 pupils	positive impact on their aspiration and self-esteem 95% of disadvantaged pupils leaving in 2015/6 went to a sustained education or employment/training destination; above the national average of 91%. This is a steady increase over the last few years compared to 2012/13 where 80% of disadvantaged pupils leaving went to a sustained education or employment/training destination	– Access to taster days – Careers fairs both in school and provided by C&K across the authority – SEN events and attendance by careers advisor to SEN reviews – PHSE Careers work – Access to UCAS progress time allocated in form sessions to support ICT access – After school intervention / careers support for UCAS applications – Form tutor support in tutorials – one to one support. – Ad hoc drop in support from Careers Advisor and SLT – Students with specific needs – LA Funding and also Risk of Drop Out (RODI) seen regularly by Careers Advisor – Students with only one or 2 applications for college identified and seen to ensure all students have a 'back up' – Close work with providers to identify areas of support when students have not been offered a place – Head of Year support with attendance to interviews and transition – Transition sessions organised – e.g. Heckmondwike Grammar – to introduce students to 'life beyond Westborough' – As students have now left Westborough C&K continue their work of checking applications and support. This will then also continue after results day and into the new academic year. Specific funding was also provided to supplement the most disadvantaged pupils in the 50% coursework unit for GCSE food preparation and nutrition. This allowed the pupils to develop their cooking skills through a series of workshops throughout the year before developing and preparing a 3 course meal. As a result pupils attainment has risen from 19% A*-C to 41% (14% disadvantaged) 9-4 this year with an overall progress 8 score for PP students at 0.02 compared to	Supplementary funding has been provided and will be monitored on a yearly basis. Where possible this to be accounted through the department budgets but a temporary small contribution will be made in 2018/19.

-0.08 of non. The gap in attainment is also predicted to narrow as current Y11 disadvantaged students are predicted to achieve 100% D*-L2 compared to 100% D*-L2 of non. Pupils have also developed their self-confidence and self-esteem through trips, events and practical cooking sessions. Targeted pupils have been introduced to the 'world of work' within catering and hospitality through university visits as well as the Great Yorkshire Show.

In an attempt to predict students of concern SLT, Head of Year and Careers Advisor identified a list of students who were 'at risk of NEET'. These students have all then had further intervention and support;
- o 31 students identified with a range of need – SEN, LAC, Behaviour concerns, home background, low aspirations, on alternative provision etc
- o All have allocated advisor and have had one to one support
- o Students are all supported by further systems in school – e.g. SEN, Head of Year, Widening Participation programme, Form tutors, Year Leader, Mentoring and targeted intervention programme.

Staff provide guidance to pupils including through the student council and where deemed necessary visit the community to talk to parents about the importance of learning.	Parental support is crucial to support pupils to succeed. We continue to hold parent events in school but in order to target more parents it will be beneficial to hold events in the community which focus on showing the parents the curriculum pupils are	This is an area which continues to require further work. Regular events have taken place in terms of the parent's evenings at schools which have had high attendance, in excess of 90% on average. Attempts are being made to liaise with local organisations in terms of the work to support parents in the community and raising the awareness of how parents can support school, possibly working with the NCS and More in Common organisations. RSL leads at both key stages have organised additional targeted progress evenings to inform parents on how they can better support their child at home in terms of support and revision, particularly when there has been extended periods of absence.	Through the widening participation work add support to the new pastoral structure to ensure that we can work with community services and charities to support the value of education and the role that parents can play. Increased contribution through a revised PSHE programme to ensure pupils are provided with appropriate guidance on a range of topics. Continue with the focus of engaging

	covering and explain how parents can support		hard to reach parents alongside the barrier D strategy where parents value the education provided to their children.

Targeted support for pupils whose low self-esteem and emotional resilience has significant impact on their academic progress	Some pupils benefit from counselling and highly skilled mentoring from trained staff and specialists, especially disadvantaged pupils who are also looked after. This includes working with parents and carers. It is evident through the review last year that disadvantaged pupils make up a disproportionately high number of those who appear in these recorded misbehaviour statistics and this is also reflected in the ratio between disadvantaged and non in the awarding of positive rewards.	The school based social worker has provided self-harm intervention support, mental health, solution focussed therapy, motivational interviewing, multi-agency working, goal setting and raising aspirations including one to one life skills sessions. The impact can be seen through the support for attendance concerns and referrals to social services.
		
		The school based social worker also planned a programme of parenting workshops which were delivered over the course of the summer term. These were broken down into 4 sessions and took place for parents of disadvantaged pupils to support them in working with the school. Pupils were selected based on the misbehaviour statistics and the high tariff pupils/parents who would benefit from the course. 20 pupils/parents have been selected, 15 (75%) of whom are disadvantaged pupils. The uptake was poor with only a few families engaging, although the school believes that more still needs to be done to engage hard to reach parents, before they become disengaged with the support and the work schools do. Use the revised behaviour support system to identify specific pupils who will benefit. The sessions delivered to a pilot group, included:
		
		Session 1 Adolescent Development-
		Aims -
		   – To explore aspects of the teenage brain
		   – To reflect on recent research about the developing brain and sleep
		   – To recognise the changing role of parents during teenage years.
			Revisit and engage more parents so that we can monitor the impact of the course in 18-19 in terms of misbehaviour statistics, work produced in lessons, pupil's voice, attendance and parent voice, and monitoring data.
			
			Continue to implement the parenting courses and develop strategies to engage with hard to reach pupils and parents through workshops both in school and in the community
			
			Target those pupils who are on the S3 support structure to ensure before they become disengaged, they are supported appropriately.

Session 2 Attachment and Staying Connected

Aims –
- – To explore attachment theory and its relevance to parenting teenagers.
- – To reflect on your relationship with your child and others
- – To explore ways to develop and maintain relationships whilst accepting the need for independence

Session 3 Friends and Social Relationships

Aims -
- – To explore aspects of young people's development that can that can cause parents/careers concern- including friendships, risk taking behaviour, use of social media.
- – How to continue to support your child during adolescence period.

Session 4 - Communication

Aims-
- – To explore effective communication with teenagers
- – To practice new techniques
- – To explore the feeling behind the words and behaviours
- – To support parents incorporate WHS Language into the home.

Targeted support for pupils who struggle to pay attention and therefore cannot access learning, including the recommendations from the pupil premium review in May 2017: -	Research from the NFER shows that successful schools have effective behaviour strategies; this is the case at Westborough but some pupils need extra support to develop positive attitudes to learning	The school continues to develop and implement strategies which minimise disruption to learning specifically having a focus on disadvantaged students in terms of misbehaviour statistics. Overall the data shows a decreasing trend of when pupils fail to meet the school's high expectations. The percentage of incidents in terms of moved room has decreased from 74.5% in half term 1 to 67% by the end of the academic year for disadvantaged pupils. Those pupils who consistently failed to the school's classroom expectations account for 2.3% of the whole school	Continue to monitor the C3/moved room data of those pupils who have been supported by the behaviour manager. There are 17 pupils who have had more than 20 moved rooms last year, ensure that these pupils are supported through implementation of the revised pastoral structure including involving parents/carers to provide support in order to minimise this over the coming year.

PP students make up a disproportionately high number of those who appear in these recorded misbehaviour statistics.	and resilience when the lesson is challenging.	cohort. Although out of the 21 pupils who have had over 18 moved rooms, 17 of these 21 pupils (80.9%) are disadvantaged. In terms of the C3 detentions there has been a slight decrease of disadvantaged pupils contributing to this sanction, falling from 64.5% to 63.5% over the academic year Again those consistently failing to meet the school's classroom expectations is higher than the proportion of disadvantaged pupils at around 65%. Further analysis of pupils who consistently fail to meet the schools expectations has meant that 10 pupils have received targetted support to help develop their low self esteem and emotional reslience last term by the behaviour and support officer. The imapct of this has seen a reduction in moved rooms for some of these pupils, although not all. In terms of the number of positive stamps awarded 49% achieved a bronze award, 46% a silver award, 45% a gold award, 43% a platinum award,42% a diamond award, 41% a SLT award and 41% the Headteacher award. In terms of the comparison between the disdvantaged and non disadvnataged, 48% pupils have achieved a bronze award (300 points), 46% achieving the silver award (600 points), 44% who have achieved a gold award, 43% who have achieved a platimun award, 42% a diamond award, 41% the SLT award and 41% the Headteachers award, In terms of overall monitoring as part of the QA process the pastoral system has been restructured with a focus on the impact of poor attitudes to learning on achievement. The intention is that this will lead to strategies being implemented and a sharper focus on pupils	The general C3 and moved room incidents show that disadvantaged pupils make up a high number of pupils who are recorded in the misbehaviour statistics. This clearly indicates there are still a number of low-level incidents which require a sanction, this is after pupils have received previous warnings during a lesson. It is important that analysis continues to be carried out and forms part of the Team Leader quality assurance to ensure that where pupils who have consistently failed to meet the school expectations they are supported to achieve in the subjects in which they are struggling with. This has to include the use of the pastoral team and support staff to help manage challenging pupils. Revisit/ trial behaviour contracts with parents – similar to the attendance system to ensure that they are part of the solution and can support the school, particularly using the revised S system. It is important that we continue to raise the profile the praise awards

| | | who consistently fail to meet the school's expectations and thus minimise the detrimental impact on their chances of success at school. | systems both during form times, assemblies by Year Leads and whole school recognition. This includes tracking and monitoring those disadvantaged pupils who have not received an award. Analysis needs to be carried out by Raising Achievement Leads to ensure that these pupils are targeted and are given opportunities to achieve an award. Although it is likely that some of these pupils are classed as being high tariff, but there maybe those who go unnoticed and sometimes unchallenged are targeted as a priority.

In terms of the gap between the disadvantaged and non, there seems to be a fair representation between the cohort and the different level of awards, although it is still slightly below the 50% of the school which is made up by disadvantaged pupils. |
| --- | --- | --- | --- |
| | | | **Barrier C total spending £167,731** |

D Increased attendance rates for pupils eligible for pupil premium			
Chosen action/approach	**What is the evidence and rationale for this choice?**	**Review and impact 2018**	**Actions**
Dedicated support staff and Heads of Year focus on monitoring pupils and following up quickly on truancies.	We can't improve the attainment of pupils if they are not attending. NFER briefing for school leaders identifies addressing attendance as a key step	Central to raising standards in education and ensuring all pupils can fulfil their potential is ensuring that pupils attend school which is published on the Inspection Data Summary Report (IDSR). Previously this accounted for two terms, but now the final document published in May is based on three terms of data. (Year 11 pupils included up until summer 1, all other year groups for the full 3 terms). A key measure in terms of attendance is overall percentage absence which has decreased by 0.35%, although when comparing the absence decrease of non-disadvantaged	Ensure that the attendance tracker is updated weekly and have systems in place where analyse of pupils that have fallen to the next layer as per the flow chart takes place, this will then allow for appropriate and timely interventions to take place. Last year this was through individual meetings with HOY, this model will to be tweaked considering the new pastoral structure. A core meeting format will be useful to adopt for KS3/KS4 achievement and vulnerable pupils. Ensure that there is greater consistency in terms of following the revised protocols and that these are embedded in over the coming months and in to next year. Text message to be sent out after 10 sessions – Did you know? Your child has had X of days of absence, this maybe having a detrimental impact on the academic attainment of your child. If we do not see an improvement then we may choose to refer this the LA attendance and pupil support officer. Look at sending out an attendance record info to parents with PA1 letter which is followed up with a

Overall Attendance		
	17-18	**18-19**
Whole	6.8	6.2
PP	7.75	7.4
Non-PP	5.85	5.0

Persistent Absence		
	17-18	**18-19**
Whole	19.4	16.7
PP	23.6	19.3
Non-PP	16.4	14.1

		pupils, this is 0.85%. This is a greater decrease and thus the attendance of disadvantaged pupils continues to remain a priority.	phone call by YL/RAL/RIL to create an additional opportunity to provide support and avoid the escalation the APSO
		In terms of both disadvantaged and non-disadvantaged, the number of pupils who are classed as being persistently absent, this has decreased to 19.26% and 14.07% respectively from the previous academic year. This is a decrease of 4.4% for the disadvantaged cohort and 2.3% for the non. It is clear that the robust tracking and monitoring of these pupils has most definitely had an impact.	Ensure that the attendance booklet is used strategically to target key groups and that the appropriate strategies can then be implemented. It is also important that these are reviewed through the schools quality assurance processes.
		The attendance tracker has been developed to ensure appropriate interventions can be put in place for targeted groups of pupils with historic poor attendance linking this to achivement data and identifying those who are at risk of underachievement through the use of conditional formatting (R: below 90%, A: between 90-95% and G: above 95%). The tracker includes the attendance for the previous 2 years and current, to enable a strategic scaled approach using the attendance flowchart and regular meetings between Attendance Officer, PP champion and Deputy Headteacher.	Analysis of attendance should be a standing item on the line management meetings with appropriate SLT links/those with responsibility or even with Team Leaders to continue the renewed focus on catching up with work missed.
		Information provided to parents/flowchart has been revised which includes a systematic and clear approach to upscaling the consequences – Same day phone calls/text messages – Revised PA1 letter sent out to inform parents – Trigger points for letters. – FT monitoring 10 -14 sessions and PA1 letter sent out – AHOY/HOY monitoring takes place here including the use of a school contract (started as pilot with year 10).	Raise the awareness of attendance through CPD/assemblies. Raising Achievement Leads/Inclusion Leads to trial some action research on incentives which have the greatest impact. This includes a recognition for those pupils who have had 100% attendance.

		– PA2 letter sent out - 18 sessions referred to APSO – issues fines and court proceedings if rapid/sustained improvement is not seen – Autumn term letter based on previous academic year by Headteacher and the implementation of school contracts based on attendance data from the previous academic year. – Initiatives implemented to celebrate the success of good attendance has included an attendance lottery, form competitions, regular briefings about attendance to staff which has at key points on the year helped to raise the profile of attendance.	
		Attendance booklet collating data is completed by the attendance officer on a half termly basis, this is disseminated to senior and appropriate middle leaders. This has allowed for a sharp and timely focus on ensuring that any key groups are identified so that bespoke strategies can be implemented including informing the quality assurance by the previous HOY.	Continue to disseminate data in a simple format and identify pupils of concern which is shared with all staff to ensure pupils are constantly reminded of the importance of attending school and catching up with work missed.
		Data is compared to both national and historic school data to ensure we are continually striving to achieve better rates of attendance for all key groups of pupils.	
		In partnership with Huddersfield Town Foundation the school offers a breakfast club between 7.30 – 8.20am every morning in order to prepare pupils for the learning ahead. A range of activities are offered ranging from games, sports, homework and reading areas. This was specifically targeted at disadvantaged pupils in conjunction with HOY and the Attendance Officer. Analysis shows that the average daily attendance increased to 120 pupils, up from 113 in the previous year. On average 56% of these pupils were	Continue to offer the breakfast club but increase the strategic planning between the coordinator and the pastoral team to ensure specific pupils with poor attendance and punctuality are targeted. Increase the profile of the breakfast club through letters/text. Also incorporate this in to the school's

		disadvantaged. Pupil voice also supports that this strategy is helping pupils to prepare themselves for the school day and helps improve their attendance and punctuality.	positive rewards system by including a 'breakfast club' stamp including appropriate literacy activities to promote a word rich culture. Possible introduction of breakfast club mentors could help with these activities.
First day response provision	This will raise the profile attendance, ensuring that they see the value of attending school regularly. Research shows that attendance is key to attainment and for pupils to acquire knowledge there must be strong foundations	First day response provision continues to be a priority and systems are in place for the attendance officer and Year Leads to contact parents during P2. Year Leaders have also received training in terms of using current monitoring data and the lessons which are being missed to ensure that parents continue to be reminded on the impact of poor attendance on achievement.	Consistency of the first day provision will be tracked and monitored. Embed the consistency of the high-quality conversations of missed lessons and the attainment data. Where required provide further bespoke training to staff.
LA attendance officer, family liaison officer to work with hard to reach pupils and where it is deemed necessary the school nurse to support in managing extended periods of absence due to illness	We can't improve the attainment of pupils if they are not attending. NFER briefing for school leaders identifies addressing attendance as a key step	The role of the APSO continues to be vital to the schools success in addressing persistent absence. He has been provided with access to the school systems including SIMS to ensure he can organise meetings dependent on his other commitments Use of the whole school tracker and meeting once a HT with senior leaders to ensure key groups of pupils who have had consistently poor attendance are being supported and if there is no improvement appropriate action is being taken	The APSO continues to provide invaluable support to the school systems. Review the contract and the potential of employing a school-based APSO. Implement a half termly approach of two case studies and a quality assurance document to be provided by the APSO to inform of best practice and revisit the school priorities. Ensure that any extended periods of time due to holidays is realigned with the Attendance

		Last year the APSO has seen approximately 120 pupils, of which 92% have seen an increase in the attendance since working with the APSO. 5% of pupils have remained static and a further 5% have declined in terms of percentage attendance. Out of those pupils who have declined 2 pupils are currently being prosecuted for poor attendance and parenting contracts are in place with the others which are being monitored.	Officer/APSO to ensure that fines can be issued as a sanction but also can act as a deterrent for other families who also attend school.

Based on historic data of poor attendance the school nurse has been provided with a key group of pupils who have had extensive periods of time off due to illness or medical conditions. School Nurse supported physical health conditions above all, although this included attendance referrals and those children with lower level medical needs that could be supported in school.

The Nurse continues to provide value for money although the SLA has been revisited to ensure that it meets the needs of the school. Continue to have regular link meetings to monitor the target group pupils where attendance school is a standing item in the discussions with the pupils.

Where deemed necessary the school nurse is invited to the core attendance meeting.

Ensure information is provided through specific meetings with parents/pupils, and appropriate guidance through letters to parents on how to support with illness at specific points of the year.

Overview of Contacts	
Referrals In	243
Clients Seen	238
Total Contacts (includes telephone)	515
Total Time Spent	237.35 hours
Contacts by Type	
Physical Health	173
Emotional Health	33
Sexual Health	29
Substance Use	5
Other	5

Where pupils have had extended periods of absence to ensure that pupils catch up on work missed it is important that all stakeholders appreciate that **missing more lessons** equates to missing more **potential learning opportunities.** This is both for external or internal using Edlounge	Increased absence leads to more gaps in learning and the gaps become *cumulative and exponential as the pupils proceed through secondary school.* New knowledge is being built on increasingly fragile and disconnected prior learning; too much of it falls through gaps in prior knowledge.	Edlounge has allowed those pupils in isolation, off school due to a medical need or in Acorn House to be provided with work which minimises any gaps in knowledge. Of the 118 students that logged on to the Edlounge system, 80 of those students were from the isolation room/ Acorn House. CPD sessions have also been delivered for Edlounge from a student's perspective. This will developed the knowledge of staff on how the system can provide students with additional support. Middle leader meetings and department time has also been dedicated to reinforce the importance of catching up with work missed. **GCSEPOD Usage report 2017/2018** From 1st September 2017 to 20th July 2018 students and teachers watched **6015** pods. During the exam period (March to June) **2550** Pods were watched. Compared to 2016/17 the number of pods watched has increased from **2633** to **6015**. Disadvantaged pupils formed **65%** of the usage cohort. This has increased on the previous year from **22%**	Catching up with work missed remains a priority which will be reinforced during PSHE/assemblies and the year group's attendance must form part of communication between Year Leaders and pupils. The importance of learning missed must be relayed to parents through parent's evenings, letters and text messages when pupils have been absent. Also continue to ensure that Team Leaders continue to develop the most effective strategies in their department which can then be shared during staff CPD. During link meetings between senior leaders and middle leaders ensure that those with significant absence are looked at as part of the achievement strategy to ensure that these pupils can access appropriate after school interventions. Encourage pupils to access GCSEPod where they self-regulate and use the videos to catch up with work missed at KS4. Further analysis in terms of year groups moving in to 18/19 will allow the school to better target the interventions where it is not being used.
			Barrier D total spending £94,990