



Westborough High School Pupil Premium Strategy Statement 2017-2018

Summary information					
School	Westborough High School				
Academic year	2017 2018	Total PP budget £	£441,021	Date of most recent PP review	June 2017
Total number of pupils	916	Number of pupils eligible for PP	466	Date for next internal review of this strategy	January 2018

Current attainment	2016 Results		2017 Results	
	Disadvantaged	Non	Disadvantaged	Non
Average Core KS2 APS per student	25.67 (4c)	27.38 (4b)	25.63 (4c)	26.72 (4b)
New post 2016 measures				
Basics 9-4				
% achieving English and mathematics	35.2%	59.4%	42.7%	45.7%
% 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%
Basics 9-5				
% achieving English and mathematics			20.7%	21.3%
% achieving grades 9-5 in English and mathematics			English 39.0% Maths 28.0%	English 42.6% Maths 28.7%
Progress and Attainment				
Progress 8 score average	-0.54	+0.1	+0.12	+0.16
Attainment 8 score average	39.8	50.8	37.95	41.95

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)	<ul style="list-style-type: none"> ○ Work scrutiny will show extended writing that is well structured, 'word rich' and accurate in line with age related expectations ○ Reading ages will be in line with non-disadvantaged peers and will be in line or above chronological age ○ 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)	<ul style="list-style-type: none"> ○ 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 ○ Work scrutiny shows pupil premium pupils have high levels of challenge in their learning which demonstrates good or better progress ○ Pupils' work deepens their knowledge, understanding and skills



Desired outcomes		Success Criteria
C.	Increased self-esteem, resilience and ambition for the future (Barrier lead HK)	<ul style="list-style-type: none"> ○ Pupils are confident, independent learners, with positive attitudes to learning as evidenced in quality assurance (pupil & staff voice and work scrutiny) ○ Increased participation in extra-curricular activities (Westborough Pupil Passport) ○ 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)	<ul style="list-style-type: none"> ○ Attendance is above 95% for disadvantaged pupils ○ Persistent absence (10%) is in line with non-disadvantaged peers at 8%

Planned expenditure					
Academic year	2017 - 2018				
Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
<p>A High levels of progress in literacy for pupils eligible for pupil premium</p> <p>A High levels of progress in literacy for pupils eligible for pupil premium</p> <p>B Improved rates of progress at KS4, particularly for pupils from the middle band of prior attainment</p>	<p>Accelerated reader used in KS3 classes effectively. Develop questioning techniques to follow up text reviews and increase pupils' vocabulary range</p>	<p>Accelerated Reader has been shown to have impact both from national data and our in school data</p>	<p>Time for quality assurance and bespoke CPD to staff to ensure consistency of delivery. Lessons allocated to the library. Increase the number of books that can be selected by the pupils which will tracked and monitored through the school's quality assurance processes</p>	CLO/SH	December 2017
	<p>CPD for staff on helping pupils to think about how they construct their written responses more 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</p>	<p>Internal and external quality assurance shows that pupils now are able to write extended answers but 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</p>	<p>Time in whole school CPD sessions Use of Iris to create DVD clips of the strategies being used by teachers Department collaboration time to create bespoke subject specific resources including offering bespoke CPD to staff Quality assurance time</p>	SH/ADQ	January 2018
	<p>CPD for staff on reading comprehension strategies to support pupils to access challenging reading texts/extracts.</p>	<p>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)</p>	<p>Time in whole school CPD sessions Use of IRIS to create DVD clips of the strategies being used by teachers Department collaboration time to create bespoke subject specific resources Quality assurance time</p>	SH/LP	February 2018

Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
<p>B Improved rates of progress at KS4, particularly for pupils from the middle band of prior attainment</p>	<p>Continue to improve the consistency of quality first teaching , including the recommendations for the pupil premium review May 2017: - <i>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 a dialogue with the teacher</i> <i>It was noted that homework is an area for continued development, specifically at Key Stage 4</i> <i>Staff use the seating plans effectively so that they focus on PP pupils in each lesson adding reading ages to seating plans</i></p>	<p>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).</p> <p>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.</p>	<p>CPD sessions which are responsive to need as evidenced by quality assurance, specifically ensure that learning is accessible and challenging for all pupils, particularly with regard to teachers' questioning and use of resources. Time to develop Iris so it is used as examples of good practice that are particularly effective with disadvantaged pupils – focusing on metacognition, self-regulation strategies and staff ensuring that pupils catch up with work missed through effective feedback.</p>	ADQ	January 2018



Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
	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 of the appraisal process and in turn will ensure both disadvantaged and non-disadvantaged pupils benefit from the best practice shared	Quality assurance including the monitoring of the attainment of disadvantaged pupils across school	ADQ/LP	January 2018
Total budgeted cost					£61,844



Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
B Improved rates of progress at KS4, particularly for all pupils from the middle and higher band of prior attainment	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	RSLs will track data to ensure pupils are accurately identified looking at pupils with low, middle and high attainment and using historical data for intelligent accountability. PP champion to quality assure delivery through work scrutiny, learning walks and pupil voice. Fortnightly meetings between the RSLs and PP champion focused on achievement	LM/SA/UA	December 2017
	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	Organise the timetable to ensure pupils with similar needs are withdrawn from alternating non-core time for tailored support from TAs trained in literacy interventions	CLO	December 2017
	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	LPs to support form tutors to implement/QA the book box scheme effectively and follow up activities to build on the 'word rich' focus. The LP leading on the word rich focus to work with team leaders to develop a word rich school	JHa/CLO	January 2018
Total budgeted cost					£116,456



Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
C Increased self-esteem, resilience and ambition for the future	<p>A comprehensive programme to enhance the curriculum which includes:</p> <ul style="list-style-type: none"> 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 'Westborough Pledges' for year 7 pupils 	<p>The PP review identified that much of the work of the school focuses rightly on strengthening pupils' self-confidence and raising their aspirations</p> <p>School evaluations show that pupils who have previously not considered university do so following visits</p> <p>Many of our disadvantaged pupils lack the opportunities of their non-disadvantaged peers and exposure to the wider world has a positive impact on their aspiration and self-esteem</p> <p>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</p>	<p>By making one person responsible for the enrichment programme it will facilitate tracking to ensure all disadvantaged pupils have exposure to enrichment activities throughout their school career.</p> <p>Also through data pupils who are struggling with self-esteem and resilience can be targeted for specific activities including careers advice and guidance</p>	CB	January 2018
C Increased self-esteem, resilience and ambition for the future	<p>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.</p>	<p>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 covering and explain how parents can support</p>	<p>Staff who understand the community and can communicate the support needed effectively</p>	LPa/LM/SA	January 2018



Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
C Increased self-esteem, resilience and ambition for the future	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 has a social worker who has a high level of expertise, which is utilised to deliver sessions to pupils and to train relevant staff to deliver sessions. The inclusion manager is trained in attachment therapy. Staff work with pupils on CBT. It is important that staff are appropriately skilled and time must be made for CPD, particularly the role of the form tutor and mentoring of the most vulnerable pupils. The AHT can ensure all is in place for disadvantaged pupils who are placed in isolation; have FTE or are at risk of permanent exclusion	HK/MA/HO Y	December 2017
C Increased self-esteem, resilience and ambition for the future	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: - <i>PP students make up a disproportionately high</i>	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 and resilience when the lesson is challenging.	Ensuring all staff adopt the clear behaviour for learning systems will communicate consistency to disadvantaged pupils who need certainty and consistency in approaches Using the school data to identify pupils who are struggling to learn and ensure appropriate strategies are in	HK	December 2017



	<i>number of those who appear in these recorded misbehaviour statistics.</i>		place e.g. mentoring; restorative practice; work with parents/carers; CBT; activities to improve resilience		
				Total budgeted cost	£167,731



Attendance					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
<p>D Increased attendance rates for pupils eligible for pupil premium</p>	<p>Dedicated support staff and Heads of Year focus on monitoring pupils and following up quickly on truancies.</p>	<p>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</p>	<p>Clear systems in place to address attendance through the support team – assistant heads of year; attendance officer and behaviour and attendance support workers. Briefings about any existing attendance issues through quality assurance by heads of year Increase in celebrating the success of improved attendance in collaboration with existing school partners such as Huddersfield Town football club Same day calls which are based on conversations linked to learning Letters about attendance Meetings with disadvantaged parents/carers to discuss attendance and explore barriers and solutions. Increased communication to ensure that parents realise the impact of absence on learning through the APSO, school nurse and RSL leads. This will include appropriate training of all staff to use data tracking systems e.g. SISRA</p>	<p>GS</p>	<p>December 2017</p>
	<p>First day response provision</p>	<p>This will allow to raise the profile of 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.</p>		<p>HOY</p> <p>AC/HOY</p> <p>AR/LM</p>	



	<p>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</p> <p>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</p>	<p>Increased absence leads to more gaps in learning and the gaps become <i>cumulative and exponential as the pupils proceed through secondary school</i>. New knowledge is being built on increasingly fragile and disconnected prior learning; too much of it falls through gaps in prior knowledge.</p>	<p>Personalised support for pupils at risk of PA eligible for PP funding</p> <p>Fortnightly meetings with PP champion about attendance and progress LA officers to focus on hard to reach pupils School nurse to focus on those pupils with high absence rates with illness to ensure parents/pupils are supported to minimise extended periods of absence</p> <p>Edlounge to be a priority for all departments where TL's nominate a departmental champion to ensure all relevant pathways are in place</p>	<p>GS/ND</p>	
Total budgeted cost					£94,990