



## Westborough High School Pupil Premium Strategy Statement 2019-2020

Summary information					
<b>School</b>	Westborough High School				
<b>Academic year</b>	2019 2020	<b>Total PP budget</b>	£430,608 (as per last year)	<b>Date of most recent PP review</b>	October 2019
<b>Total number of pupils</b>	921	<b>Number of pupils eligible for PP</b>	455	<b>Date for next internal review of this strategy</b>	Jan-Feb 2020

Current attainment	2016 Results		2017 Results		2018 Results		2019 Results	
	Disadvantaged	Non	Disadvantaged	Non	Disadvantaged	Non	Disadvantaged	Non
Average Core KS2 APS per student	25.67	27.38	25.92	26.82	25.74	26.16	26.10	27.06
<b>Basics 9-4</b>								
% achieving English and mathematics	35.2%	59.4%	42.7%	45.7%	44.8%	52.9%	37.5%	52.7%
% 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%	English 66.7% Maths 47.1%	English 70.1% Maths 58.6%	English 56.8% Maths 44.3%	English 68.8% Maths 58.1%
<b>Basics 9-5</b>								
% achieving English and mathematics			20.7%	21.3%	27.6%	25.3%	13.6%	32.3%
% 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%	English 36.4% Maths 15.9%	English 50.5% Maths 36.6%
<b>Progress and Attainment</b>								
Progress 8 score average	-0.54	+0.1	+0.13	+0.16	+0.16	+0.32	-0.15 (-0.45 like for like)	0.347 (sisra)
Attainment 8 score average	39.8	50.8	37.95	41.95	39.96	42.42	37.03	43.78



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 and the EBACC subjects (geography, history and modern foreign languages). Alongside this, ensure that disadvantaged boys 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 19%; 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 <b>(Barrier lead AW)</b>	<ul style="list-style-type: none"> <li>○ Work scrutiny will show extended writing that is well structured, 'word rich' and accurate in line with age related expectations</li> <li>○ Reading ages will be in line with non-disadvantaged peers and will be in line or above chronological age</li> <li>○ 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</li> </ul>



B.	Improved rates of progress, particularly for pupils from the middle and high band of prior attainment ( <b>Barrier lead SA</b> )	<ul style="list-style-type: none"> <li>○ Progress and attainment of pupil premium pupils currently in school and at GCSE (especially in mathematics, history, geography and modern foreign languages) are in line with their non-disadvantaged peers and any differences between pupil premium pupils and 'national other' pupils are diminishing</li> <li>○ Work scrutiny shows pupil premium pupils have high levels of challenge in their learning which demonstrates good or better progress</li> <li>○ Pupils' work deepens their knowledge, understanding and skills</li> </ul>
<b>Desired outcomes</b>		<b>Success Criteria</b>
C.	Increased self-esteem, resilience and ambition for the future ( <b>Barrier lead HK</b> )	<ul style="list-style-type: none"> <li>○ Pupils are confident, independent learners, with positive attitudes to learning as evidenced in quality assurance (pupil &amp; staff voice and work scrutiny)</li> <li>○ Increased participation in extra-curricular activities</li> <li>○ Increased proportions of pupil premium pupils progress to a range of higher education establishments, employment or training</li> </ul>
D.	Increased attendance rates for pupils eligible for pupil premium ( <b>Barrier lead KM/SR</b> )	<ul style="list-style-type: none"> <li>○ Attendance is above 95% for disadvantaged pupils</li> <li>○ Persistent absence (10%) is in line with non-disadvantaged peers at 14%</li> </ul>



Planned expenditure					
Academic year	2019 - 2020				
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
<b>A</b> High levels of progress in literacy for pupils eligible for pupil premium	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	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	AW/VA	December 2019
<b>A</b> High levels of progress in literacy for pupils eligible for pupil premium <b>B</b> Improved rates of progress at KS4, particularly for pupils from the middle band of prior attainment in mathematics, humanities, MFL and for disadvantaged boys.	CPD for staff on helping pupils to think about how they construct their written responses more explicitly particularly focussing on the reformed GCSE's and the use of vocabulary including subject specific (improving literacy sessions in conjunction with the local authority)  CPD for staff on reading comprehension strategies to support pupils to access challenging reading texts/extracts.	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  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	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  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	AW/LME	January 2020
				AW/LP	February 2020



<p><b>A</b> High levels of progress in literacy for pupils eligible for pupil premium</p>	<p>Targeted additional support for pupils who are underperforming, including: - Arrow reading intervention; corrective reading; reciprocal reading;</p> <p>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, including the use of Bedrock Learning</p> <p>Departments to continue to evaluate their own curriculum models, with a sharp focus on developing the vocabulary of all pupils. This includes tier 2 words but more importantly tier 3, particularly for the disadvantaged pupils who will have lower levels of literacy when compared to non.</p>	<p>learning more explicitly – high impact (EEF) Some of the pupils need targeted literacy support to catch up. The programmes used have been evaluated and shown to be effective</p> <p>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</p> <p>Provide time and support for teachers to define high quality reading and in turn oracy so that this in turn can be translated in to high quality writing in all subjects dependent on the demands of the subject. — <i>'What is Disciplinary Literacy and Why Does it Matter?'</i> by Timothy and Cynthia Shanahan (2012).</p>	<p>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</p> <p>Progress Leaders to support form tutors to implement/QA the book box scheme effectively and follow up activities to build on the 'word rich' focus. The Literacy Champion leading on the word rich focus to work with team leaders to develop a word rich school</p> <p>Time in whole school CPD sessions to look at curriculum models Department collaboration time to create bespoke subject specific resources including clearly identified vocabulary focus Where required offering bespoke CPD to staff to ensure that this implemented as it is intended Quality assurance time</p>	<p>CLO</p> <p>AW/VA</p> <p>TL/LME/LP</p>	<p>December 2019</p> <p>January 2020</p> <p>January 2020</p>
<p><b>Total budgeted cost provisional £116,000</b></p>					

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>B</b> Improved rates of progress at KS4, particularly for pupils from the middle band of prior attainment in mathematics, humanities, MFL and for disadvantaged boys</p>	<p>Continue to improve the consistency of quality first teaching, including the recommendations from the pupil premium review and the school priorities identified through the schools own quality assurance processes.</p> <p><i>Lessons are accessible so that pupils are supported and challenged</i></p> <p><i>Ensuring that teachers use model thinking models so that pupils actively engage with their learning, including what they are reading and use their existing subject knowledge to be able to decode the text and effectively communicate whether it is written or verbal</i></p> <p><i>In relation to marking and feedback, ensure all feedback is effective as the best, so that students consistently make progress as a result of a dialogue with the teacher</i></p> <p><i>Homework continues to be area of continued</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</p> <p>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>Recent evidence published in the EIF research shoat that it is important to develop the subject knowledge of the teachers but also focussing on teachers' pedagogical content - knowledge of how to teach the particular subject.</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, direct instruction and use of resources.</p> <p>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>	LME/SA/LP	December 2019
				LME/SA/LP	January 2020
			<p>Based on the last PP review the school are currently undertaking research to</p>	<p>Time to develop departmental strategies so that homework activities support learning</p>	TL/KM



<p><b>B</b> Improved rates of progress at KS4, particularly for pupils from the middle band of prior attainment in mathematics, humanities, MFL and for disadvantaged boys</p>	<p><i>development, specifically at Key Stage 4</i></p> <p><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>It is important the teachers in subject areas focus on developing resilience of pupils and create a classroom culture where pupils feel confident to say they found a task difficult at first and are not afraid to get things wrong. It is important they experience praise as long as they stick with it, highlighting that their perseverance got them through it. Where there is a</p>	<p>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>Provide opportunities for staff to revisit their class charts alongside assessment and monitoring cycles. US environmental psychologist Professor Robert Sommer comments. 'The teacher's educational philosophy will be reflected in the layout of the classroom. The teacher should be able to justify the arrangement of desks and chairs on the basis of certain educational goals. There is no ideal classroom layout for all activities.' (Sommer, 1977).</p> <p>It is clear through relevant research that apart from providing powerful knowledge to pupils, the school must develop the resilience so pupils can be successful and be the best versions of themselves as noted in EEF – <i>Improving behaviour in schools</i> and 'The GCSE Mindset, 40 activities for transforming student commitment, motivation and productivity'.</p>	<p>Support and CPD to share the most effective strategies</p> <p>Progress Leaders and pastoral staff to support staff so that a positive climate for learning is created ensuring that all lessons are purposeful</p> <p>CPD and collaborative time Quality assurance by Progress Leaders Time to develop most effective strategies including a bank of clips using IRIS Quality assurance including the monitoring of the attainment of disadvantaged pupils across school</p>	<p>Progress Leaders/LP/S A/LME</p> <p>LME/LP/TL LME/LP</p>	<p>January 2020</p> <p>Ongoing</p>
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<p><b>B</b> Improved rates of progress at KS4, particularly for pupils from the middle band of prior attainment in mathematics, humanities, MFL and for disadvantaged boys</p>	<p>concern in all subjects this will be monitored through the PiXL 'Build Me Up' particularly for the forgotten third.</p> <p>TLR holders, LPs &amp; SLT to support in mathematics and the EBACC subjects, particularly history, geography and modern foreign languages, so that there is rapid improvement in the disadvantaged pupils' outcomes of all ability bands.</p> <p>Targeted additional support for pupils who are underperforming at KS3 and KS4, notably humanities, mathematics and in modern foreign languages. This will include the use of additional resources such as intervention sessions, registration intervention, MyTutor, holiday intervention and Saturday school.</p>	<p>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</p> <p>We want to provide extra support to ensure high attainment and progress. Small group interventions with highly qualified staff are known to be effective</p> <p>This will include morning, and holiday interventions and sessions delivered by external specialists to avoid impact on the rest of the curriculum delivery</p>	<p>Quality assurance of classes Achievement meetings LP's to take a lead role in supporting departmental leadership teams CPD sessions for staff</p> <p>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</p>	<p>SA/LME/KM TL</p>	<p>December 2019</p>
<p><b>Total budgeted cost provisional</b></p>					<p><b>£116,000</b></p>



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
<b>C</b> 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"> <li>Visits to universities</li> <li>Financial support to ensure participation in school trips and visits (team building, exposure to the Arts , enterprise and sporting activities</li> <li>Access to specialist careers advice and guidance</li> <li>Participation in local and national competitions</li> <li>Activities/programmes (Outdoor Adventure Learning) which promote resilience such as through the LEAP strategy.</li> </ul>	<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>86% of all pupils leaving in 2016 went to a sustained education or employment/training destination; below the national average of 94%. This is a steady increase over the last few years compared to 2012/13 where 87% of all 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>	HK/LP	January 2020
	<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. The EEF research</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</p>	<p>Staff who understand the community and can communicate the support needed effectively</p>	HK/YL/PL	January 2020



<p><b>C</b> Increased self-esteem, resilience and ambition for the future</p>	<p>on 'Working with Parents to Support Children's Learning' published in Dec 2018, reviews the best available research to offer. It offers 4 key recommendations and suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>Targeted support for pupils whose low self-esteem and emotional resilience has significant impact on their academic progress including the use of resources such as PiXL 'Build Me Up'</p> <p>Targeted support for pupils who struggle to pay attention and therefore cannot access learning, including the recommendations from the pupil premium review in 2019 which continues to remain a priority: -</p>	<p>curriculum pupils are covering and explain how parents can support</p> <p>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.</p> <p>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. Also as part of the recent research published by the EEF to improve behaviour in schools (<a href="https://educationendowmentfoundation">https://educationendowmentfoundation</a></p>	<p>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 manger 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 LP can ensure all is in place for disadvantaged pupils who are placed in isolation; have FTE or are at risk of permanent exclusion</p> <p>Ensuring all staff adopt the clear behaviour for learning systems will communicate consistency to disadvantaged</p>	<p>LME/HK/G S/MA/ND/S T</p> <p>HK/DW/GS /Succeed staff</p>	
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<p><b>C</b> Increased self-esteem, resilience and ambition for the future</p>	<p><i>PP students make up a disproportionately high number of those who appear in these recorded misbehaviour statistics.</i></p>	<p><a href="https://www.gov.uk/tools/guidance-reports/improving-behaviour-in-schools/">.org.uk/tools/guidance-reports/improving-behaviour-in-schools/</a>) it is important we reflect on the 6 recommendations from this report.</p>	<p>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 place e.g. mentoring; restorative practice; work with parents/carers; CBT; activities to improve resilience</p>		
<p><b>Total budgeted cost provisional</b></p>					<p><b>£160,663</b></p>



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><b>D</b> Increased attendance rates for pupils eligible for pupil premium</p>	<p>Dedicated support staff and Year Leaders/Progress Leaders focus on monitoring pupils and following up quickly on trancies.</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 pastoral team – year leads, pastoral middle leaders, 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 <b>impact of absence on learning</b> through the APSO, school nurse and RSL leads. This will include appropriate</p>	<p>IP</p>	<p>December 2019</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>PL/YL</p> <p>AC/PL/YL</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 ensure that pupils catch up on work missed. It is important that all stakeholders appreciate that <b>missing more lessons</b> equates to missing more <b>potential learning opportunities</b>. This is both for external or internal absence including the use of 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>training of all staff to use data tracking systems e.g. SISRA</p> <p>Personalised support for pupils at risk of PA eligible for PP funding 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 Edlounge to continue to be a priority for all departments where TL's nominate a departmental champion to ensure all relevant pathways are in place</p>	<p>SR/AC</p> <p>SA/LM/KM</p> <p>GS/ND</p>	
<p><b>Total budgeted cost provisional £95,000</b></p>					