



Pupil Premium Report to Parents and Governors 2017/18

What is the Pupil Premium?

The pupil premium is additional government funding given to schools in order to improve the achievement of disadvantaged children. Eligible pupils include those who have qualified for free school meals at any point in the last six years, as well as children who have been looked after in local authority care for more than one day.

Overall objectives for Pupil Premium spending within school

The pupil premium will be used:

- to provide additional academic and pastoral support to accelerate progress and raise the achievement of eligible pupils
- to improve outcomes for the pupils so that their achievement is closer to that of non-disadvantaged pupils, both nationally and within the school
- to ensure that eligible pupils have equal access to all of the opportunities provided by the school.

The school will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their learning and progress.

Accountability

The Headteacher and the Senior Leadership Team will regularly and rigorously monitor, evaluate and review the strategies that have been put into place, funded through the pupil premium, and report to the Governing Body on progress and impact. The evaluation of the impact has taken into consideration both the schools internal review processes, including all stakeholders particularly pupils and governors. Alongside these reviews, external reviews have also been used to obtain different perspectives.

Academic year 2017 – 2018

By the end of the academic year 2017/18, a total of 466 pupils at Westborough High School were eligible for support through the Pupil Premium.

The Pupil Premium allocation for 2017/18 was £441,021

How the Pupil Premium was deployed: 2017/18

In making decisions about how the funding was spent, the school considered a range of evidence, both from our own evaluations of the impact of funded strategies on eligible pupils and also from national research.

During the academic year 2017/18, the school outlined a strategy for the deployment of the Pupil Premium in 2017-18; the impact of the actions was measured termly and where appropriate modifications were made to the provision funded through the Pupil Premium to accelerate the progress of disadvantaged pupils so that any differences in achievement are diminishing. The main barriers to educational achievement for disadvantaged pupils identified in the school were as follows:

- 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 disadvantaged pupils across all year groups is having a detrimental impact on their academic progress.
- D.** Attendance for pupils eligible for pupil premium is 93% (below the target for all pupils of 95%) and persistent absence (10%) is 15% (two terms); this reduces their school hours and impacts on learning and progress.

The main strategies funded through the Pupil Premium were:

- Specialist targeted support in English and mathematics for identified pupils
- Specific reading interventions, including the Accelerated Reader programme for year 7 and 8 pupils and appropriate CPD for staff on the most effective strategies to improve reading ages
- Targeted additional support for pupils who were underperforming, including Arrow reading intervention
- Lead Practitioners have focused on developing the practice of teachers in mathematics, geography and computing to improve the outcomes of disadvantaged pupils, irrespective of ability banding.
- CPD sessions for staff have been delivered on how to help pupils to construct their written responses, focusing explicitly on the demands of the reformed GCSEs
- Ready to learn initiatives such as uniform purchases, calculator and equipment purchases and rewards
- Raising aspiration enrichment activities such as trips to universities and participation in local and national competitions

- The school continued to encourage all pupils to become word rich through reading and acquiring a broad vocabulary, this has included visits from poets/authors, form time activities, lunchtime activities using word games and incentives such as 'Booket list' challenge
- The provision of resources for individual pupils according to their needs, as well as funding for educational experiences such as trips and visits
- Supporting pupils to improve their attendance to school and to lessons including incentives at key points of the year
- Supporting pupils to improve their behaviour for learning through a range of initiatives including mentoring and behaviour therapy. This included a social worker who has a high level of expertise, which was utilised to deliver sessions to pupils and parents
- Curriculum development to increase the curriculum and vocational offer within school including providing appropriate support by the deployment of Lead Practitioners in supporting key subjects such as geography and computing.
- The deployment of the Local Authority attendance officer, family liaison officer who continued to work with hard to reach pupils and where it was deemed necessary the school nurse supports in managing extended periods of absence due to illness

Impact of Support 2017/18

Pupils' achievement

Evidence in the school's data and from 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.. 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 SISRA Analytics indications show that this should be a positive score (0.18), particularly for the most able.

2018 Results in English and maths

In March 2017, the department of education announced that the 'strong' pass (grade 5) would be used in headline attainment accountability measures. The headline English and maths measure is, therefore, the percentage of pupils achieving a grade 5 or above in English and maths. There is also an additional measure showing the percentage of pupils achieving a grade 4 or above in English and maths in performance tables.

	Leavers 2017		Actual Sum 2018	
	9 - 5	9 - 4	9 - 5	9 - 4
All (88)	19%	42%	26%	44%

In terms of the **basics measure** there continues to be an upward trend when compared to 2017. There has been a 2% increase in terms of the 'standard pass' of grades 9-4 (44%) compared 42% in 2017. There has been a significant increase in terms of the 'strong pass',

increasing from 19% on 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.

	Leavers 2017		Actual Sum 2018	
	9 - 5	9 - 4	9 - 5	9 - 4
Low	9%	14%	5%	14%
Middle	10%	45%	20%	41%
High	73%	87%	82%	100%

Further analysis in terms of ability bandings shows that there has been significant increases in the achievement of the middle ability and higher ability bandings. In terms of grades 9-5 for the middle ability banding they have increased by 7% but slightly decreased in terms of the 9-4 to 41%. This continues to be a school priority in 2019 as they form the largest cohort for disadvantaged pupils in school.

In terms of the higher ability they continue to be challenged and this can be seen in the increases for grades 4 and 5. More importantly for this cohort the percentage of pupils achieving grades 9-7 has increased from 7% in 2017 to 24% in 2018.

	Leavers 2017			Actual Sum 2018		
	9 - 7 %	9 - 5 %	9 - 4 %	9 - 7 %	9 - 5 %	9 - 4 %
English Language	2.4	31.7	54.9	8	36.8	57.5
English Literature	7.3	26.8	51.2	3.5	40.7	61.6

2018 Results in English

- In terms of the achievement of pupils in English, 66% of pupils achieved a standard pass (grade 4) and 50% achieved a strong pass (grade 5). This represents an increase of 7% for the standard pass and an 11% increase for the 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% in 2017 for grade 5 and above.

2018 Results in maths

	Leavers 2017			Actual Sum 2018		
	9 - 7 %	9 - 5 %	9 - 4 %	9 - 7 %	9 - 5 %	9 - 4 %
Maths	3.7	28.0	46.3	10.3	29.9	48.3

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

- The middle ability disadvantaged 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 grade 5, 24% compared to 23% in 2017. In terms of the grade 4 this has decreased to 44%, compared to 50% in 2017

In terms of the **performance of the other subjects** it is difficult to compare to 2017 as the vast majority have been reformed and are much more demanding in terms of content but also in terms of the rigour of assessment.

National data from 2017/18 shows that disadvantaged pupils in **Year 11** (2017 – 2018) achieved well in several areas when considering the different measures for the revised grading system. In the following subjects the pupils compared positively compared to 2017 or were in line with non-disadvantaged pupils within the school:

Subject	School 2018 (disadvantaged)		School 2018 (non-disadvantaged)		Subject progress indicator (SISRA) <i>(this is based on initial findings comparing 196,802 pupils nationally)</i>	School 2017 A* - C% (disadvantaged)
	9-5%	9 - 4%	9-5%	9-4%		
Biology	80	88	81	89	0.26	91
Chemistry	78	91	85	89	0.42	96
Computing	46	64	43	50	0.32	35
Physics	74	87	85	89	0.53	100
Religious Studies	69	85	70	70	1.03	64

Unreformed GCSE results 2018

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. It is worth noting that sports BTEC continues to perform strongly in terms of the highest possible grade, 40% achieving a L2 Distinction or Distinction*.

	2017 (disadvantaged)		2018 (disadvantaged)		2018 (non-disadvantaged)	
	A* - A %	A* - C %	A* - A %	A* - C %	A* - A %	A* - C %
Business Studies GCSE	29	43	6	82	0	46
ICT	10	67	10	62	13	63

Urdu	27	87	30	85	28	76
------	----	----	----	----	----	----

2018 results in BTEC subjects

	2017 (disadvantaged)			2018 (non-disadvantaged)		
	L2D* - L2D	L2D* - L2M	L2D* - L2P	L2D* - L2D	L2D* - L2M	L2D* - L2P
Business Studies BTEC	28.6	66.7	92.9	9.7	19.4	100
Construction				0	0	57.1
Health & Social Care BTEC	29.2	58.3	91.7	11.5	26.9	96.2
Production BTEC				14.3	71.4	71.4
Sports BTEC	35.7	85.7	100	40	92	100

Progress of pupil premium pupils currently in school (Y7 - 11 2017/2018)

- In school data shows that the difference between the attainment of disadvantaged pupils and non-disadvantaged pupils is reducing. The data is supported by internal quality assurance – work scrutinies and pupil voice.
- There is also increasing evidence that when compared with other pupils nationally (with similar starting points) the pupils currently at Westborough High School are making similar progress.
- Statistical evidence from Accelerated Reader programme and Arrow reading interventions show improvements in reading standards e.g. 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 the year 7 disadvantaged pupils have improved their reading age by an average of 9 months and the year 8 cohort by 9 months. When considering the reading ages over two years, year 8 have continued to make significant progress on their reading ages on average improving by 16 months.
- The Arrow Reading Programme targeted at those pupils with the lowest literacy levels also continues to prove value for money, with an average reading age increase ranging from 2 - 9 months and average spelling increase ranging between 2 – 5 months.

Impact of pastoral support

- Evidence suggests that our disadvantaged pupils benefit considerably from the range of pastoral support provided for them through Pupil Premium funding.

	Overall Absence		Persistent Absence	
	2017	2018	2017	2018
Disadvantaged	92.25	92.6	23.63	19.26
Non-Disadvantaged	94.15	95.0	16.4	14.07

- Central to raising standards in education and ensuring all pupils can fulfil their potential is ensuring that pupils attend school.
- **Attendance has improved from** 92.25% to 92.6%. This is an increase of 0.35%, although when comparing to the attendance of non-disadvantaged pupils, there is a greater increase of 0.85% and thus the attendance of disadvantaged pupils continues to remain a priority.
- In terms of both disadvantaged and non-disadvantaged, the number of pupils who are classed as being persistently absent 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, although this remains a priority in order to ensure it in line with national statistics.
- Counselling sessions and guidance provided by staff, particularly the family liaison officer and inclusion managers, have helped pupils to tackle difficulties so that they are able to reach their full potential. The impact of this can be seen through the reduction in the referrals to isolation, decrease of nearly 20% compared to the previous academic year. It is clear that the restorative meetings involving staff, pupils and parents are key to rebuilding relationships and preventing repeat behaviours.
- The pastoral team actively promotes all aspects of pupils' welfare with the mantra of 25 lessons learning; the strength of this approach is evidenced in pupil voice and parent voice. One of the many examples can be seen through comments made on year 11 parents evening where parents commented that "all of the above and the teachers are determined that my child passes her exam" and also "the staff are very helpful and friendly."
- The school continues to provide a wide range of extra-curricular activities to raise aspirations and widen participation, particularly for the disadvantaged pupils. As a result all disadvantaged pupils have taken part in at least one widening participation activity. These have included some university taster days and also cultural visits to place like the theatre to provide a well-balanced education to the pupils. A particular comment which stands out was made by a year 7 pupil who stated that "It motivated me to be a doctor because they had some good engaging activities."
- **Analysis in terms of the misbehaviour statistics shows that there is a reduction in the number of disadvantaged pupils who fail to meet the schools high expectations.**

Summary: impact of Pupil Premium funding 2017-18

Our evaluation shows that the most effective strategies implemented in 2017-18 were as follows:

- Training and support to develop teacher expertise in the strategies which most impact on the progress of disadvantaged pupils particularly in terms of developing oacy and ensuring that a growth mind-set is created in pupils through the thinking hard culture at the school
- Intervention strategies which improved levels of literacy

- Strategies which improved the attitudes to learning of disadvantaged pupils and raised their aspirations for learning in school and future study
- Supporting pupils to improve their attendance to school and to lessons through a range of initiatives including tracking, mentoring and behaviour strategies

Areas for development:

- A. Continue to focus on the literacy skills of all pupils, to ensure they are prepared for the demands of the reformed GCSEs and create a culture within the school where pupils are 'word rich'
- B. Teachers continue to set challenging goals, given pupils starting points, for all pupils but particularly for the middle ability, ensuring they are making good progress towards meeting or exceeding their school targets, particularly in mathematics, history, geography, French and Spanish.
- C. Continue to monitor the attitudes to learning of disadvantaged pupils to ensure that they are in lessons learning and are not disproportionately represented in the schools misbehavior statistics.
- D. Further develop strategies to improve the attendance so that no pupils are disadvantaged by poor attendance.

