

## Pupil Premium Strategy update January 2019.

The school has drawn up a strategy for the deployment of the Pupil Premium funding in 2018-19; the impact of the actions will be measured termly and where appropriate modifications may be made to the provision funded through the Pupil Premium. The evaluation of the impact has taken in to consideration both the schools internal review processes including all stakeholders, alongside external reviews which have been used to obtain different perspectives. Alongside this the recent provisional publication of the Inspection Data Summary Report (IDSR) for 2017-18 has been used to inform and evaluate the Pupil Premium strategy. It is worth noting the following analysis from the IDSR:

- The Progress 8 for disadvantaged pupils was in the top quintile (20%) for the last two years, considering the low prior attainment and the school ranking in the top 20% for the proportion of pupils on FSM (49%). This is a significant improvement from a progress score of -0.5 in 2015-16.
- Further analysis shows that the English, Open, EBacc element were in the top 20%. Mathematics continues to be a priority for the school, currently in the top 40% of all schools for progress.
- In terms of other subjects, science was in the top 20% for progress compared to languages and humanities which are in quintile 3 and thus remain a priority.

The focus remains on addressing the main barriers to educational achievement for disadvantaged pupils, these currently are 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. £116,000**

- Strategies continue to be implemented for pupils with lower literacy including the use of Accelerated Reader for all year 7 and 8 pupils. Where pupils are significantly below their chronological reading age they are prioritised with additional intervention using the ARROW reading programme. In terms of ARROW, 8 year 7 pupils have been prioritised who have had an average reading increase of 1 year and 3 months, alongside an average spelling increase of 10 months. It is clear that this continues to provide value for money.
- Research from the National Literacy Trust in 2018 has shown that 'people with low levels of literacy are more likely to live in deprived communities, be financially worse off, and have poorer health – all of which are precursors for shorter life spans'. As the school population consists of a significant number of disadvantaged pupils, specifically those pupils in Succeed who are most at risk of not fulfilling the potential, have started the ARROW reading programme last half term. The impact of this will be monitored and included in further reviews later in the year.
- To improve the low levels of literacy of year 9 pupils and all pupils at Westborough, form time activities continue to promote literacy focusing on a word rich culture. PSHE sessions have been refreshed and have focussed on a comprehension strategy known as 'think- aloud'. The purpose of the think-aloud strategy is to model for pupils how skilled readers construct meaning from text. Where the practice is most effective, it has helped pupils learn to monitor their thinking as they read and improve their comprehension. The sessions last term have focussed on showing pupils how to re-read a sentence, read ahead to clarify, and/or look for context clues to make sense of what they read by slowing down the reading process. Initial quality assurance shows where this is most effective pupils are able to monitor their understanding of text. The strategies delivered have included sessions on questioning and predicting, visualising, developing a personal response, clarifying, summarising and make connections. The Lead Practitioner responsible for whole school literacy is currently in the process of continuing to evaluate the most effective practice and quality assure this through the use of pupil and staff voice.
- As part of the focus of increasing pupils reading for pleasure, 10 year 7 pupils were selected to take part in reading and reviewing Max Einstein. The pupils were allowed to keep the books and the reviews completed by them have been sent to the publisher as part of the programme.

- A selection of year 8 pupils have also taken part in a workshop at Dewsbury Library working with a renowned poet, author and play writer Joseph Coelho. The session focussed on creating poetry with M.O.R.E.R.A.P.S, metaphors, onomatopoeia, rhyme, emotion, repetition, alliteration and personification including using themes in their work. It is intended that these pupils will continue to develop these skills and this will be evident in their work over the course of the year.
- CPD sessions for staff continue to prioritise literacy, with sessions delivered by the Lead Practitioner responsible for literacy and an external consultant on developing the language for learning and sharing best practice using thinking aloud strategies. The strategies shared continue to be embedded by staff focussing on academic language (tier 2) and subject specific language (tier 3) in departmental plans and lessons.

**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 the most able disadvantaged pupils are supported and challenged to achieve in line with their non-disadvantaged peers. £65,000**

- Year 11 continue to remain a priority, in terms of the basics measure there has been a decrease to 19% for pupils predicted to achieve a grade 5 (including all those pupils who are borderline). This is a decrease of 9% from 28% for leavers 2018. Although the confident figure is much lower at 11%. It is important that we prioritise all those pupils capable of achieving a grade 5 based on their KS2 prior attainment. These pupils have been highlighted and are being targeted by the English and maths departments. If all those that are not achieving in one or the other subject were converted to a grade 5 then this would equate to a total of 33 pupils, equating to 36%. Realistically it is important that English convert 5 pupils and maths convert at least 12, this would equate to a total of 27 pupils and a percentage of 30%, this would therefore equate to achieving above the FFT 20 estimates of 28%.
- In terms of the number of pupils predicted to achieve a grade 4, this is currently 44% (including the minus grades), with the confident predictions at 38%. This would result in similar outcomes to 2018, although below the FFT 20 estimate of 52% in terms of 9-4. It is important that there is a relentless focus on the achievement of pupils in both English and maths, specifically targeting those that are achieving in one subject but not the other using the confident and minus predictions.
- To continue to ensure disadvantaged pupils leave with the best grades possible, 10 disadvantaged pupils have been selected to receive additional English and maths tutoring based on their mock exams and discussions with the Raising Achievement Leads. This will be provided by an online web based tutoring company Mytutor. It is intended that this will help with narrowing the gaps in knowledge of pupils and give them the confidence and skills needed to achieve at least grade 5 in both subjects.
- Subject analysis shows that in mathematics 43% of pupils are secure in terms of the standard pass (grade 4) and 17% are secure and on track to achieve a strong pass (grade 5). These are both slightly below that of 2018, but if the minus grades were to be taken in to account this is similar to leavers 2018 (48% are predicted to gain a standard pass and the strong pass would be slightly lower at 25% compared to 30% in 2018). The maths leadership team continue to target these borderline pupils through class work, after school intervention and through the raising achievement maths form.
- In terms of ability bandings, mathematics shows there would be an increase in the achievement of middle ability pupils for the standard pass (4) 56% including minus grades compared to 44% in 2018. It is similar to 2018 for the strong pass, 24% including minus grades compared to 24% in 2018.
- The more able disadvantaged pupils continue to remain a priority this academic year specifically as there is a smaller cohort of 10 pupils compared to 17 last year.
- In terms of the subjects, geography are currently predicting 11% of pupils to achieve a grade 5 and 26% for a grade 4. This is significantly lower in terms of grades 4 (30%) and 5 (20%) when compared to leavers 2018. In terms of history, the predictions are similar to last year and to leavers 2018, 24% confident for 5 and 43% for grade 4. If all the minus grades were converted then they will either be in line or above results in 2018.

- Languages subjects are forecasting an increase from 2018, in French 75% for grade 5 and 88% for grade 4. In terms of Spanish 56% for grade 5 and 100% for grade 4, this would be significantly better than 2018. Urdu are forecasting 55% to achieve a grade 5 and 73% for a grade 4, similar to predictions last year and slightly below the 2018 results. When considering that this is a new reformed GCSE, this seems to be realistic but the focus must remain on pushing the more able pupils to achieve the top grades.
- Recent KS3 autumn monitoring data shows the majority of students in year 7 and 8 are making good progress in line with their KS2 starting points. There is no significant difference between the progress of disadvantaged and their non - disadvantaged peers, although the progress of some disadvantaged boy's needs to be a focus over the coming term.
- CPD session for thinking hard strategies to challenge the most able pupils from the start and an update on the Pupil Premium strategy has been shared with staff. Staff voice continues to be complimentary of the CPD sessions, for example 93% of staff felt that the thinking hard session was either useful or very useful. The impact in terms of the implementation of all strategies shared continue to be monitored through learning walks and work scrutiny as part of the schools internal quality assurance processes.
- An important skill required by teachers to assess what pupils know, identify gaps in knowledge and challenge understanding to develop critical thinking is questioning. This was noted in an external review in November that, 'The overall quality of teaching and learning was good with some aspects of particularly effective practice. Targeted questioning is now fully embedded as a positive feature of all the lessons observed'.

**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. £165,000**

- A comprehensive programme to enhance the curriculum is continually being implemented through the revised whole school strategy of Learn, Enrich, Aspire and Progress strategy (LEAP). This strategy consists of providing opportunities for all pupils including through the PSHE programme, assemblies, curriculum enrichment days, work experiences and careers advice. Alongside this additional opportunities are being offered to raise aspirations and target pupils at risk of becoming NEET (not in education or training) through extra-curricular opportunities, opportunity to work with employers, refine widening participation and create student leadership opportunities.
- Careers work continues within school, as ever the priority remains to provide appropriate guidance and bespoke advice to all year 11 pupils through individual appointments with the schools careers advisor in preparation for sixth form and college applications.
- Visits to provide enrichment opportunities continue to be provided to all pupils with a particular emphasis on disadvantaged pupils. Some visits which have taken place include visits to Leeds Beckett University, careers fairs and a focus on futures during the curriculum enrichment day where external providers came in to school to provide information on a variety of career opportunities.
- The school continues to develop and implement strategies to support which minimise disadvantaged students in terms of misbehaviour statistics through the revised pastoral structure. In terms of the autumn term this is around 69% for moved room and 65% for C3 which is similar to last year. Further analysis carried out shows that a large number of these statistics are for those pupils who consistently fail to meet the schools expectations. These pupils are being supported by the pastoral team using a staged intervention structure to ensure appropriate therapeutic support is being provided to better support them in school and in the wider community.
- Recent evidence in terms of engaging with parents is evident through the high attendance of parents at a recent year 11 parents evening. Parent voice carried out on the day was extremely positive where parents commented on how they appreciate the quality of teaching, support that teachers and non teaching staff provide, both in terms of lessons and the pastoral systems.

**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. £95,000**

- The behaviour and attendance team continue to relentlessly monitor and address the attendance of all pupils including disadvantaged pupils through the implementation of the attendance tracker and revised attendance flow chart. This is allowing for appropriate strategies to be implemented in a timely manner.
- Analysis of last year's attendance showed that a major factor in terms of absence was illness. In order to tackle those pupils who have a significant amount of time off due to illness, they have been supported by the School Nurse. Alongside this the focus remains on increasing the communication with parents on how best to manage illnesses, a school developed leaflet has been sent via text message to all parents to minimise absences. Initial findings show that the relentless focus on illness has led to a decrease from 2.4% last year compared to the autumn term this year of 2.1%.
- In terms of percentage absence for disadvantaged pupils, this has increased to 7.7% compared to 6.2% at the same point last year. Also, there still continues to be a gap between the disadvantaged and non-disadvantaged pupils, it is important that we continue to prioritise the attendance of disadvantaged pupils. Year Leaders are providing form tutors with weekly information on attendance which is shared and recorded in planners, this continues to remain high profile, alongside discussing and implementing relevant intervention during the fortnightly attendance meetings.
- Pupils who are classed as persistently absent (over 38 sessions) is higher at 8.57% compared to 4.78% last year. This has been significantly impacted by the number of pupils taken extended leave of absence (18 out of 39 pupils) or failing to notify school when they have moved address at the beginning of the academic year. To ensure there is an improvement in the attendance of disadvantaged pupils at risk of potentially becoming PA, pupils close to becoming persistently absent are being tracked and monitored by the behaviour & attendance teams regularly and anyone who has had an extended leave of absence has been fined and we continue to remind parents about the schools expectations.
- In order to minimise unauthorised absences there has been an increased emphasis on visiting parents by the Attendance Officer supported regularly by the Family Liaison Officer. This has ensured that parents realise the importance of notifying school with the reason for absence, where this has been provided parents are being challenged if it is deemed not genuine or there has consecutive days of absence.
- The local authority Attendance and Pupil Support Officers continue to support the school and they have increased the pre-referral work being carried out. This is enabling discussions to be held with pupils and parents, reinforcing the importance of attendance and where it is deemed necessary including parenting contracts and other appropriate actions including fines are being implemented.

#### **Areas for improvement:**

- Continue to evaluate the reading strategies using the most accurate reading age data specifically for the disadvantaged pupils in year 9 and 7 who came in below the governments national age related expectations.
- Continue to strengthen the consistency of quality first teaching particularly in languages, humanities and mathematics, through a relentless focus on the middle attainers' and the most able pupils. Ensure strategies shared within CPD sessions are implemented and embedded in to classroom practice to ensure a greater proportion of pupils with minus grades are secure in terms of the standard and strong pass.
- Monitor the attitudes to learning of disadvantaged pupils who consistently fail to meet the schools expectations, ensuring further incidents are minimised using the revised pastoral structure. The focus must remain on increasing parental engagement with the school when pupils meet the school's expectations they are rewarded accordingly which will be monitored through the school's reward systems.
- Continue to track and monitor attendance of disadvantaged pupils, particularly those at risk of becoming persistently absent. Ensure that those at risk of not meeting the school attendance target of 95% are put on to appropriate reports which will enable regular discussions between pupils and where necessary liaising with parents to ensure pupils are fully supported in order to minimise unauthorised absences