

Pupil Premium Strategy update March 2019.



The school has drawn up a strategy for the deployment of the Pupil Premium funding in 2018-19; the impact of the actions continues to be measured termly and where appropriate modifications are being made to the provision funded through the Pupil Premium. The evaluation of the impact has taken in to consideration the schools internal review processes but this update has primarily focussed on an external Pupil Premium Review carried out at the end of January 2019.

The focus remains on addressing the main barriers to educational achievement and the evaluation of the impact of the work undertaken by the school to support disadvantaged pupils since the last review in June 2016. A wide range of evidence was seen beforehand on the day including, discussions with senior leaders, curriculum and pastoral leaders, learning walks in humanities and mathematics, work scrutiny of pupils books and meetings with a group of year 7 to 11 pupils.

Overall it was noted that the school is having much success in helping disadvantaged pupils to achieve well and be prepared for the next stages of their careers. Outlined below are the summary findings for each barrier.

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 by the SENCO, these are research-based approaches and initiatives which have shown to work and improves pupil's literacy levels. This is evident in the improved reading ages and associated improvements in pupils' oracy skills including in the levels of confidence through the Accelerated Reader and ARROW programmes.
- It is also clear that there is a greater understanding and use of reading age data by teachers to plan work which is collected regularly and uploaded to class charts centrally. This has ensured that staff have the most up to date data and can adapt their planning accordingly.
- The school continues to focus on developing a reading for pleasure culture and the love of reading which is helping pupils to improve their technical accuracy, although this continues to be a work in 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 the most able disadvantaged pupils are supported and challenged to achieve in line with their non-disadvantaged peers. £65,000

- Disadvantaged pupils are doing well at Westborough as seen, for the second year in a row, in the improved outcomes for them at GCSE with, for example, in 2018:
 - Progress 8 score for disadvantaged pupils in the top 20%, and similar progress outcomes for English, the open element, the EBacc element, and science;
 - Raised attainment which led to a higher proportion of disadvantaged pupils gaining grades 9 to 5 in English and mathematics than non-disadvantage pupils;
- In-year data also shows an improving picture in terms of progress for disadvantaged pupils with the pupils eligible for catch up funding having a bespoke diet for literacy and numeracy which is raising their achievement.
- These successes are due to a range of factors which including teachers knowing their pupils and using this to set work which matches their starting points in each subject, continued focussed on stretch and challenge and the simplicity and clarity of the school's message in ensuring effective teaching, learning and assessment for every pupil, every lesson, every day.
- The visits to lessons and the scrutiny of pupils' work revealed a number of strengths, which included teacher enthusiasm, the development of knowledge and understanding through clear explanations, use of targeted questioning which delved deeply into pupils' understanding and not just their knowledge, challenging tasks which made pupils think and the regular use of modelling so pupils know what they were trying to achieve.

- The quality of marking and feedback continues to improve and overall show that these vital aspects of a teacher's work are having a considerable impact on pupils' learning.

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

- Destinations' data for pupils shows a falling number of those who do not go into education, employment or training when they leave the school at the end of Year 11, thus showing that the school is successfully preparing pupils for their next steps. Also a higher proportion of disadvantaged pupils have gone onto study A level courses in 2018, exemplifying the school's appropriate focus on raising ambitions for disadvantaged pupils.
- The revised behaviour for learning team have clear roles and offers the school a different way in which to support pupils and help remove the barriers they face which undermine their confidence, self-esteem and lower their level of ambition.
- The graduated approach to support and the inclusive provision model, provide clarity to the systems in place and offer improved ways of ensuring consistency in the approaches being under taken.
- The Learn Enrich Aspire Progress (or LEAP) strategy, together with the cultural enrichment days, provide a strategic approach to ensuring a coherent programme of opportunities to inspire pupils and strengthen their cultural capital, which is somewhat lacking, based on a core offering for all pupils and a range of additional opportunities accessed and allocated by the Raising Achievement Leaders.

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

- In 2017-18, there was an improving attendance picture for disadvantaged pupils and a declining proportion of disadvantaged pupils who fall into the category of persistent absence, both developments occurring within the context of improving attendance and falling persistent absence for all pupils and for non-disadvantaged pupils as well.
- A much tighter, more streamlined and more robust support network in school in which all adults - teachers and non-teachers – have clear roles and responsibilities for which they are regularly held to account through the fortnightly attendance meetings.
- The morning phone calls by Year Leaders to parents and carers of those pupils who are absent are complemented by subsequent home visits by the Family Liaison Officer and the Attendance Officer. These provide valuable opportunities for school staff to challenge where reasons for absence appear to be tenuous, as well as helping to ensure that any potential safeguarding concerns are followed up quickly.
- Continuous and in-depth tracking of pupils' attendance has been implemented with a focus on those pupils whose attendance is just above the threshold for persistence absence.
- Where attendance has deteriorated as in the current year to date as compared to last year, the school is aware of the principal cause and is focused on tackling it, namely extended leave of absence for family holidays.
- A tenacious use of a range of strategies to constantly remind pupils of the importance of regular attendance, for example, attendance meetings and contracts with pupils and their parents and carers; text messages, letters and leaflets to parents and carers; the involvement of form tutors to make phone calls home twice a year to engage with parents and carers about attendance issues; and the active involvement of the Local Authority and pupil support officer.

Next steps:

- Continue to evaluate the consistency and effectiveness in the delivery of form time literacy activities so that pupils use more sophisticated vocabulary and academic language both in their oral and written comments, alongside maintaining the emphasis on developing a love of reading for pleasure.
- Maintain the focus on improving attainment and progress across the humanities and languages through continued to develop and implement subject specific strategies which embed knowledge acquisition, retention and application for all pupils' especially disadvantaged pupils.
- Monitor and track opportunities undertaken by disadvantaged pupils to develop their self-esteem and aspirations, so that the level of engagement is analysed and appropriate action is taken as deemed necessary to ensure that pupils benefit from what is on offer and that this work serves to strengthen pupils' cultural capital.
- Embed the new systems, protocols and structures and maintain the high level of attention placed on improving attendance and continue with the full range of strategies so far used, including continuing to focus on educating families and improving parental awareness of the value of regular attendance and the detrimental effect of extended holidays.