



Westborough High School Pupil Premium Strategy Impact 2018-2019

Summary information					
School	Westborough High School				
Academic year	2018 2019	Total PP budget £	£430,608	Date of most recent PP review	October 2019
Total number of pupils	916	Number of pupils eligible for PP	466	Date for next internal review of this strategy	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
Basics 9-4								
% 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%
Basics 9-5								
% 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%
Progress and Attainment								
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 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 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 (Barrier lead CLO)	<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, 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 ○ 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 ○ 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 LM/SA)	<ul style="list-style-type: none"> ○ Attendance is above 95% for disadvantaged pupils ○ Persistent absence (10%) is in line with non-disadvantaged peers at 14%



A. High levels of progress in literacy for pupils eligible for pupil premium
B. Improved rates of progress, particularly for pupils from the middle and high band of prior attainment

Chosen action/approach including evidence and rationale	Impact	Recommendations
<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>Strategies continued to be implemented for pupils with lower literacy using Accelerated Reader for all year 7 and 8 pupils. Accelerated reader continues to provide value for money for the disadvantaged pupils but also for the non.</p> <ul style="list-style-type: none"> - The STAR reading tests show that in that the year 7 disadvantaged pupils have improved their reading age by an average of 5 months (7 months for non-disadvantaged). The year 8 cohort have continued to improve their reading age by a further 8 months on average (7 months for non-disadvantaged). - When considering the reading ages over two years, all year 8 pupils have made progress on their reading ages, with 31% making more than a year's progress. Comparison to previous years it shows that in terms of progress this is in line, although a smaller proportion of the year 7 cohort have made more than a year's progress - Further analysis of the impact of Accelerated Reader over two years shows that the disadvantaged pupils made an average improvement of 17 months over the two years, compared to 19 months for the non-disadvantaged. <p>Apart from the reading age increases, it is clear from internal quality assurance process that where there is most effective practice, teachers deliver the lessons with enthusiasm and a passion for reading.</p> <p>Training sessions have been provided for staff delivering AR so that that are able to use the diagnostic information to identify the students that are struggling and ensure appropriate in class support can be provided so that pupils can improve their reading.</p>	<ul style="list-style-type: none"> - Have greater consistency in terms of delivery of AR to ensure pupils make significant progress as a result of this strategy. - Ensure that the whole school literacy lead uses the diagnostic information for those that are struggling so that their progress can be monitored and appropriate additional intervention can be put in place coordinating with the ARROW intervention strategy. - It is clear that where there has been changing in staffing this has led to a smaller average reading age increase. Consistency is key to ensure pupils remain in good routines, with this in mind review the staffing and delivery in Autumn term and where appropriate ensure that the cover team are trained in the effective delivery of AR. - Timely quality assurance of the AR lessons to ensure appropriate support and intervention can be provided, alongside sharing best practice. - A renewed focus on vocabulary and spelling, possibly 20 minutes (including resources from Bedrock Learning) as Renaissance Learning recommended that AR lessons should last between 30-40 minutes. - The library has seen good investment over the years but it is important that the library stock is continually reviewed so that the stock is relevant and engaging. - Pilot the use of AR booklets which will give pupils a 2 year record, with an emphasis on minimising students reading the same book twice.



		<ul style="list-style-type: none"> - Promote class discussion and reading aloud strategies to develop oracy and reading for understanding, particularly contextual issues which students need to be aware of to better understand the text.
<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 and the use of vocabulary including subject specific (improving literacy sessions in conjunction with the local authority)</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>External consultants delivered CPD sessions which focussed on developing the language for learning, this was then followed up and supported by the Lead Practitioner responsible for whole school literacy. The strategies shared continue to be embedded by staff with the focus remaining on academic language (tier 2) and subject specific language (tier 3) for all departments. As part of the whole school focus on ensuring that pupils from disadvantaged backgrounds were not provided with an impoverished curriculum, CPD time has been allocated for staff so that they can regular review the curriculum so that there is clear progression through the content being learned.</p>	<ul style="list-style-type: none"> - As part of the continued literacy focus, it is important that we evaluate current practice and use this to inform the whole school literacy strategy with a sharp focus on disadvantaged pupils. - Continue to use the tier 2 but more importantly tier 3 vocabulary, ensuring that these are incorporated in to the curriculum plans. - 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>CPD for staff on reading comprehension strategies to support pupils to access challenging reading texts/extracts. 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>Form time activities continue to promote literacy focussing on a word rich culture within school. CPD sessions have been delivered to equip staff with reading comprehension strategies with the aim increasing the reading age of pupils and better supporting them with challenging reading texts and extracts. Internal quality assurance shows that 88% of staff found the reading comprehension CPD useful, along with 75% of staff who believe that this helped them improve the literacy of pupils. Later in the year an emphasis was put on staff to adopt the form time reading activities and incorporate in their own teaching, 70% of the staff body adopted this into their own practice. Where staff who did not adopt these practices the school continues to quality assure this through its normal processes, where required bespoke CPD is provided.</p>	<ul style="list-style-type: none"> - It is important that form time literacy continues to remain high profile, particularly developing the most effective strategies in order to improve whole school literacy. Specifically looking at the research from the EEF which relates to reading, writing, talk, vocabulary development, supporting struggling students and disciplinary literacy (https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-literacy-in-secondary-schools/) - A particular emphasis for the school must remain on ensuring that pupils actively engage with



		<p>what they are reading and use their existing subject knowledge to be able to decode the text, through teacher modelling and in form time, tutors are actively listening to their tutees listening.</p> <ul style="list-style-type: none"> - It is important that strategies can be introduced through a range of strategies including group work, before support is gradually removed to promote independence, this is both in form time through group reading and subject specific texts.
--	--	--

B. Improved rates of progress, particularly for pupils from the middle and high band of prior attainment		
Chosen action/approach including evidence and rationale	Impact	Recommendations

<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 to develop subject specific vocabulary</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 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>We want to invest some of the PP in longer term change which will help all pupils.</p>	<p>CPD sessions which are responsive to need and as evidenced by quality assurance, were developed and delivered specifically to ensure that learning is accessible and challenging for all pupils, particularly with regard to teachers' questioning and use of resources. There has been a renewed emphasis on developing teacher practice using research published from a range of sources, but most recently from the findings of the EEF and the research used in the new OFSTED framework.</p> <p>Dedicated time to develop IRIS by Lead Practitioners has been provided so that examples of good practice can be collated. This is in the infancy as a recent investment on a more updated camera system will allow for better capture of lessons and best practice.</p> <p>The school is also part of a research study carried out by the EEF and Ambition Institute to improve the quality of support offered to early career teachers and in turn the retention and the skills of the teacher workforce. The school is part of a model which will support ECT through mentors who will be trained in instructional coaching through support materials specifically designed to improve the skills of the teachers. It is intended that these resources can then be used to support all staff through a</p>	<ul style="list-style-type: none"> - It is clear that high quality teaching and learning experiences are the primary strategy which will improve the outcomes and life chances of all pupils, particularly disadvantaged pupils. Appropriate time must continue to be allocated so that teachers have a solid knowledge and understanding of their subject, particularly focussing on teachers' pedagogical content knowledge of how to teach the particular subject. - Develop a programme of CPD where staff receive bespoke CPD supported by expert teachers including deploying the Lead Practitioners in subject areas primarily to develop practice in English, maths, MFL and humanities subjects. - It is important that relevant research is revisited so that teachers are able to plan and develop effective questions which provide feedback to pupils, where correct answers are acknowledged and where they are partially correct, teachers are
---	--	--



<p>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 last 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>instructional coaching model which is bespoke to the staffs own CPD needs. Dedicated staff mentors from science, MFL, humanities, computing and English have all been on a two day course focussing on instructional coaching and support teachers.</p> <p>An external review carried out to evaluate the impact of the work undertaken to support disadvantaged pupils at Westborough High School noted that "pupils are doing well at Westborough High School. This is due to a number of factors:</p> <ul style="list-style-type: none"> • teachers know their pupils and are increasingly using the data available to set work which matches their starting points in each subject; • a strategic focus on stretch and challenge for all pupils in all that they are asked to do; • the simplicity and clarity of the school's message and a relentless focus on ensuring that it is paramount in teachers' thinking which focuses on finding solutions so a difference can be made for all pupils and especially those who are disadvantaged; • a focus on ensuring effective teaching, learning and assessment for every pupil, every lesson, every day. <p>As part of the review a range of lessons were visited including looking at books. It was noted that this revealed a number of strengths including:</p> <ul style="list-style-type: none"> • teacher enthusiasm; • the development of knowledge and understanding through clear explanations; • targeted questioning which delved deeply into pupils' understanding and not just their knowledge; • pupils given the opportunity to practice in their exercise books and to explain orally to embed learning; • challenging tasks which made pupils think; • Regular use of modelling so pupils knew what they were trying to achieve. 	<p>skilled to develop this through high quality questioning including clearly addressing incorrect responses and providing opportunities for all pupils to participate in lessons.</p> <ul style="list-style-type: none"> - 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. (EEF – <i>Improving behaviour in schools</i>) - Continue to 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). By revisiting these arrangements, staff can consider where the disadvantaged pupils are sat, are they promoting group work, independence, asking questions, ability, reducing low level disruption and most importantly access to support whether it be peers or teacher when pupils are stuck.
---	--	--



Investment in class charts continues to provide value for money. Staff are utilising this and continues to be used to inform their planning. It is difficult to measure its impact apart from ensuring that all staff utilise class charts and have a seating plan for all their classes. This is clear through the internal quality assurance processes that staff use this well and it was also noted 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. Behaviour, including behaviour for learning, was securely good and, in the lessons visited, no learning was disrupted by poor behaviour.” By an external consultant.

Self-regulation strategies and meta cognition sessions have been developed and delivered by the Lead Practitioner team. These sessions focussed on:

- Setting the appropriate for the level of challenge ensuring they are skilled and prepared to work it out
- Using talk to promote meta cognition
- Modelling the teachers thinking

In terms of impact 93% of staff rated the metacognition sessions run by the LPs as very useful or useful(5% of staff missed the sessions).

B. Improved rates of progress, particularly for pupils from the middle and high band of prior attainment

Chosen action/approach including evidence and rationale	Impact	Recommendations
---	--------	-----------------

TLR holders, LPs & 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.

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

PP	2018		2019	
	9 - 5	9 - 4	9 - 5	9 - 4
All (88)	26%	44%	14%	38%

In terms of the **basics measure** for the 'strong pass' of grades 9-5, this has decreased from 26% to 14% and 'standard pass' of grades 9-4 has also decreased to 38% compared 44% in 2018. Although, it is important to point out when comparing the two cohorts, there was a significantly lower proportion of pupils with higher prior attainment, 13% compared to 21% in 2018.

PP	2018		2019	
	9 - 5	9 - 4	9 - 5	9 - 4
Low	5%	14%	5%	6%
Middle	20%	41%	9%	44%
High	82%	100%	44%	44%

Further analysis in terms of ability bandings shows that in terms of the middle ability pupils (65% of the cohort), the number of pupils achieving a grade 4 has slightly increased from 41% in 2018 to 44% in 2019. Although in terms of the 'strong pass' this has decreased to 9%. However, it is important to note that out of the total of 9 more able pupils, the 5 pupils who didn't achieve the basics measure in terms of a strong pass had many external barriers. As a result, appropriate interventions were put in place as all of them were either at risk of being permanently excluded or being classed as NEET in the future.

- It is evident in terms of the basics measure; the school needs to continue its relentless focus on the achievement of pupils in English and maths.
- It is important that the focus remains on ensuring that a greater proportion of the middle ability achieve a grade 5 and all higher ability pupils achieve the basics measure. This will continue to be a school priority in 2020 as the middle ability cohort form the largest cohort for disadvantaged pupils in school. Where there are external barriers to learning, ensure that these are highlighted during the 3 weekly pupil focus meetings so that a coordinated approach can be put in place to address any external barriers in a timely manner. This is particularly important for any pupils who are at risk of getting significantly negative P8 scores. It is important that the Succeed team regularly track and monitor these pupils particularly focussing on their English and maths so that this reduces the chances of these pupils being classed as NEET.
- It is important that the time is taken to reflect on the sequence of lessons, skills and teaching strategies to ensure that a larger proportion of the disadvantaged cohort achieve a strong pass, especially when considering that 50% of the current year 11 cohort are classed as middle ability (specifically focussing in maths, humanities and MFL). Research shows that, information is best presented with a degree of repetition, particularly in the form of repeating and reviewing key concepts (Scheerens & Bosker, 1997; Seidel & Shavelson, 2007). With this in mind it is vital that a



In terms of the Progress measure the provisional figure is -0.17, although there were 5 pupils who had many external barriers to learning and thus attended alternative provision as they were at serious risk of becoming permanently excluded and were not managing in a mainstream school setting. If the Progress 8 was calculated without these pupils it would average at 0.04.

2019 Results in maths

2018			2019		
9 - 7	9 - 5	9 - 4	9 - 7	9 - 5	9 - 4
10%	30%	48%	4%	16%	44%

Mathematics has decreased when compared to 2018 in terms of grades 5 and 4. 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 an increase in grade 4, 48% compared to 44% in 2018. However, in terms of the strong pass this has decreased significantly from 24% in 2018 to 13%.

It is important to note in terms of gender, the number of disadvantaged girls achieving a grade 4 or better have increased by 5% compared to 2018.

In terms of the **performance of the other subjects**, national data from 2018/19 shows that disadvantaged pupils in **Year 11** (2018 – 2019) achieved well in several. In the following subjects the pupils compared positively or were in line or close to their non-disadvantaged pupils within the school:

- 100% of pupils achieved a 4+ in Art Textiles, of which 71% achieved a 5+
- Chemistry and physics continue to perform strongly 65% achieved a 4+ in chemistry and 77% in physics. This also translate in to a grade 5+, 54% in chemistry and 62% in physics
- Urdu continues to perform strongly, especially considering the reformed GCSE's, 91% achieved a 4+ and 82% a 5+.
- Other subjects that performed strongly are BTEC Sport and the Health and Social Care Tech Award. 93% a L2P in Health and

curriculum which allows revisiting is developed for all year groups with a sharp focus on the areas of weakness of the current year 11 cohort.

- As outlined in the Ofsted research which underpins the education inspection framework, research shows that, although there is a significant amount of teacher talk in the classes of effective teachers, most of it is focused on academic content, and much of it involves asking questions and giving feedback rather than extended lecturing (Kyriakides & Creemers, 2008). It is important that this forms part of the schools CPD calendar, specifically ensuring that high quality questioning continues to be a focus for the school so that powerful knowledge is presented in a manner which is accessible and is used to check understanding so that the knowledge is clear and pupils are able to articulate their learning. This in turn will allow teachers to address any gaps in knowledge and stretch pupils in humanities and MFL subjects.



	<p>Social and 84% of pupils achieved a L2P or better in BTEC Sport.</p> <p>In terms of the Humanities and Modern Foreign Languages department, these continue to remain a priority.</p> <ul style="list-style-type: none">• In history the percentage of pupils achieving a grade 5+ and 4+ has decreased compared to 2019. 24% achieved a 5+ and 35% grade 4+.• In terms of geography, 12% achieved a 5+ and 12% a grade 4+.• In terms of the modern foreign languages subject the percentage of pupils achieving a 5+ increased to 38% from 0% and in for 4+ 63% compared to 40% in the previous year. Spanish also increased to 50% for both grade 5 and 4. <p>Class results show that the pupils that are taught by the Lead Practitioners continue to perform strongly considering the low prior attainment of pupils. An example of this is in English, mathematics and science:</p> <ul style="list-style-type: none">- In class 1 for English Language 84% achieved grades 9-4 and 68% achieved grades 9-5 in. For Literature it was 92% 9-4 and 72% 9-5- In terms of a class performance in mathematics<ul style="list-style-type: none">o 100 % achieved a grade 4 or above, 86% grades 9-5, 50% grade 7 and 23% grade 8.- In terms of a class in science<ul style="list-style-type: none">o 63% 9-4 and 25% grades 9-5 <p>Lead Practitioners continue to prove value for money contributing not only to high quality first teaching for disadvantaged pupils but for all and also significantly contributing to the school's priorities in terms of highly effective CPD for staff. Additionally, they have:</p> <ul style="list-style-type: none">- Supported computing and humanities subjects providing bespoke support to the departments	<ul style="list-style-type: none">- It is important that Lead Practitioners continue to focus on supporting the school in delivering high quality teaching, specifically focusing in their specialist areas contributing significantly for the outcomes of the disadvantaged pupils. In terms of maths it is important that the Lead Practitioners
--	--	--



	<ul style="list-style-type: none"> - Supported members of staff on the schools Ensuring Sustained Improvement Programme, where 2 members of staff were judged to be effective at the end of the year, where previously they had been partially effective in terms of classroom teaching and progress of pupils in their classes - Provided after school and holiday revision sessions - Prepare new schemes of work including medium- and long-term plans, which incorporate social justice and a broader view of the learning outcomes - Developing homework activities for pupils at KS3 which included a cross curricular approach so that pupils were being prepared to apply their knowledge, along with consolidate or prepare for future learning. Where necessary CPD sessions were delivered on homework activities which promote thinking, along with strategies on how to manage the increased workload of homework. - Strengthening links with our primary feeder schools with the delivery of CPD to have a better understanding of using and applying maths, so that there is a smoother transition between KS2 and KS3 pupils - Supporting departmental leadership teams in terms of learning walks, work scrutiny and lesson observations with the primary focus of supporting staff to improve teaching and learning, in turn outcomes for pupils - Delivery of bespoke CPD sessions with departments throughout the year. One such example is when the Lead Practitioner in maths delivered sessions on using reading ages so that the worded problems are accessible by all students. Staff valued the strategies shared and internal quality assurance shows that pupils are well supported to access these type of problems - Promoting the use of IRIS within lessons amongst all staff to ensure that a culture of continuous self-reflection is promoted in school. This has included providing CPD sessions to ITTs/NQTs on how to best use and implement the system 	<p>support the departmental leadership to track and monitor the progress of disadvantaged pupils, particularly those who require additional intervention to achieve the strong pass.</p> <ul style="list-style-type: none"> - A specific focus that Lead Practitioners will support with must include providing bespoke strategies for the languages and the humanities department. Including using relevant resources from the instructional coaching model in order to equip staff with skills which support pupils to access challenging texts and articulate their responses clearly when writing extended responses. - Review the setting, particularly at KS4 so that that greater proportion of disadvantaged pupils are taught by the most skilled practitioners, so that a ceiling is not put on any pupil based on external barriers that are out of the school's control. <p>=</p> <ul style="list-style-type: none"> - A renewed focus on using IRIS to create a culture of reflective practice using the new improved recording system. Lead Practitioners should champion the use of this so that clips are created which show how best to implement strategies and where coaching is required then granular clips can be edited so that this can be reviewed as part of the schools instructional coaching model.
Total budgeted cost provisional		£63,842

A. High levels of progress in literacy for pupils eligible for pupil premium B. Improved rates of progress, particularly for pupils from the middle and high band of prior attainment		
Chosen action/approach including evidence and rationale	Impact	Recommendations
<p>Targeted additional support for pupils who are underperforming at KS3 and KS4, notably humanities, mathematics and in modern foreign languages</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>A range of intervention strategies were undertaken for those pupils who required additional support.</p> <ul style="list-style-type: none"> - In English and mathematics, a cohort of 10 disadvantaged pupils were selected to receive additional English and maths tutoring based on their mock exams and discussions with the Raising Achievement team. This was provided by an online web-based tutoring company MyTutor. It was intended that this will narrow the gaps in knowledge of pupils and give them the confidence and skills needed to achieve at least a grade 4/5 in both subjects. Where pupils did not have access to a laptop, these were loaned out by the school. A review of this through the school quality assurance shows that the vast majority of pupils have engaged well but unfortunately some pupils missed too many sessions, this resulted in them losing this opportunity and any sessions that were remaining were allocated to other pupils. Of those who have attended regularly, the pupils have been very complimentary and have valued the additional help that has been provided. One pupil who initially had reservations commented “the tutors actually explain the work really well and they are polite and understanding so when you don't understand the work they don't make you feel stupid, they go through it as many times as you need them to. Also, you get to decide what you want to learn depending on what you feel you struggle with so it's tailored to suit your needs too. Overall I would 100% recommend my tutor because it gives you the support you need right before your exams”. In total out of the 10 pupils who received tutoring 7 achieved a grade 4+ in maths and 9 achieved a 5+ in English. One pupil who attended virtually all the sessions had a significant jump from her mock grades in November, going from a grade 5 to a 7. - Alongside this the school continued to offer revision sessions during the holidays for year 11 pupils, in English, maths and humanities subjects 	<ul style="list-style-type: none"> - Ensure that all staff are effective in developing pupils' oracy skills with a focus on clear communication and the use of subject-specific vocabulary, particularly in humanities and MFL subjects. - Continue to support the disadvantaged pupils, specifically those who are borderline in terms of achieving a grade 4 or 5 in English and maths. Where appropriate to use the PiXL strive for 5 course, use of the schools study centre on a weekend and the MyTutor for a select group of pupils. - In order to improve the prospects of the 'forgotten third' of students who fall short of achieving at least grade 4 in both GCSE English and maths, strategically identify those at risk and ensure that these pupils are offered support through the PiXL Build Me Up programme. It is vital that the focus remains on English and maths as these qualifications are vital to onward progression to further and higher courses and careers. - Continue to ensure pupils receive bespoke support and guidance from examiners such as Keith Brindle. - Continue with the maths and English forms so that bespoke interventions can be put in place for pupils who are not making sufficient progress based on the June mocks in year 10.



	<ul style="list-style-type: none"> - Lead Practitioners led on the Raising Achievement English and maths forms by providing additional revision sessions for those pupils who required additional intervention to achieve the strong pass - A selection of disadvantaged pupils also received additional support by an external provider. All those pupils capable of achieving a grade 5 based on their KS2 prior attainment were targeted and have took part in the 'Strive for 5' English and maths sessions. The vast majority of pupils felt that they benefited from this event with one pupil commenting "I really enjoyed the trip and learnt new ways to solve problems". These events continue to prove value for money as they provide pupils with different approaches but also contribute to improved confidence. - All the year 11 pupils also took part in a workshop provided by Keith Brindle who is a Principal Examiner for 4 GCSE examinations and a Senior Examiner for almost 30 years. Staff voce felt that these sessions provide good value for money and pupil voice was complimentary where they valued the way the sessions were delivered including the humour used to make pupils feel at ease. - The MFL and humanities department were supported by the Lead Practitioner team in order to look at work in books and also supported with raising the profile of the subjects with pupils including providing additional morning intervention, after school intervention and holiday revision. 	<ul style="list-style-type: none"> - Continue to support the humanities and MFL departments through providing additional collaborative time and guidance so that pupils who are borderline in achieving their target grade are supported.
<p>Targeted additional support for pupils who are underperforming, including: - Arrow reading intervention; corrective reading; reciprocal reading;</p> <p>Some of the pupils need targeted literacy support to catch up. The programmes used have been evaluated and shown to be effective</p>	<p>The Arrow literacy strategy involved pre-assessment to obtain accurate reading and spelling ages. Pupils then commence the intervention with a mixture of spelling and topic-based sessions. The pupils are in charge of their learning and progress whilst the tutors oversee them. The whole program is completed digitally and focuses on pupils working through a 'Listen, Repeat (Self Voice), Listen, Write and Review' process. This continued 3/4 times a week for 3 weeks at which point they are then retested for their exit reading age. Currently the school has 15 licences, although only 2 staff members have been able to consistently deliver the sessions due to the changing needs in the school due to absences and realignment of the roles and responsibilities in school. Below is the impact for the ARROW reading implemented in the spring term last year.</p>	<ul style="list-style-type: none"> - There is variability in the average reading age increase, although is clear that this strategy does improve the reading ages. Any logistical issues due to timetable constraints will be reviewed so that a greater number of staff are trained and also further licenses are acquired so that more pupils can be targeted. It continues to provide value for money, but it is important that the implementation is reviewed and further analysis is carried out and the most effective practice is share.

The primary criterion is based on those with significantly low chronological reading ages, SEN and then if they are disadvantaged. As it can be seen ARROW intervention improves reading ages of pupils from 4 months – 1 year and 4 months. This proves value for money, although it is important there is consistency in the programme being delivered throughout the year.

A range of strategies were implemented for pupils underperforming:

- 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

Spring Term						
	Total number of pupils	Total no. of disadvantaged pupils	Av. Reading Increase	Av. Spelling Increase	PP Av. Reading Increase	PP Av. Spelling Increase
Y7	4	2	9m	2m	5m	5m
Y8	4	2	4m	9m	2m	8m
Y9	9	5	5m	6m	7y 8m	6m
Y10	9	4	1y 4m	6m	4m	6m
Total	26	50%				

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. Pupils valued the experience where one pupil commented “I enjoyed learning new techniques for poems and story writing” and another pupil expressed how she enjoyed it when the author rapped a piece of poetry.

- Focus on literacy development in each subject through the use of collaborative time and monitor the implementation using the existing quality assurance systems, including reviewing the curriculum plans as key times of the year. Where it is deemed necessary use the Lead Practitioner team to support in department time, alongside the Senior Middle Leader providing additional support to the humanities department.
- Ensure staff are trained in terms of reciprocal reading which can be used as form time strategy with the intention of these transferrable skills being increasingly used in their own subjects.
- Continue with the additional strategies such as book reviews, Carnegie Book challenge, and the



	<ul style="list-style-type: none"> - For the last 3 years, groups of more able Year 9 students have followed the Carnegie Book awards which are the UK's oldest and most prestigious children's book awards, recognising outstanding writing and illustration in books for children and young people. This occurred during registration and will continue in to 2019-20. - In humanities a member of the department continued to participate in the 'Secondary Literacy Project'. This has not only provided CPD for a member of the humanities team but has also enable strategies to be incorporated with the subject. Strategies such as Wordles and verbal scaffolding are helping to improve the literacy of geographers, this in turn can be evident in the work produced in books and in lessons. It is important that the schools internal QA processes continues to focus on these skills in order to better equip pupils in the humanities subjects. The focus remains on continuing to develop the oracy of the pupils, with this in mind the department are trialling a strategy of speak like a Geographer/Historian. 	<p>implementation of the strategies shared as part of the Secondary Literacy Project,</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</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>	<ul style="list-style-type: none"> - The book boxes were all reviewed and contents were revamped to ensure form time reading is purposeful and pupil's value taking the time to read for pleasure. Each box now contains a greater selection including more non-fiction and magazines. - PiXL Orate resources were incorporated into the revamped form time activities. - Lunchtime clubs continue to promote a word rich culture with the use of literacy-based games such as scrabble alongside one lunchtime where there is quiet reading with 20 pupils attending regularly. 	<ul style="list-style-type: none"> - Continue to promote the importance of literacy based activities from an early age, including where possible the opportunity to compete in local and national competitions. - Ensure that the whole school literacy champion takes a lead on ensuring there is consistency in the delivery of form time sessions including where required providing bespoke CPD to relevant members of staff. Where additional resources are required to work closely with the Progress Leaders so that they are skilled and can support with the quality assurance of this strategy so that pupils acquire a broad vocabulary.
Total budgeted cost provisional		£128,360



C. Increased self-esteem, resilience and ambition for the future																				
Chosen action/approach including evidence and rationale	Impact	Recommendations																		
<p>A comprehensive programme to enhance the curriculum which includes: 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 through the LEAP strategy.</p> <p>The PP review identified that much of the work of the school focuses rightly on strengthening pupils' self-confidence and raising their aspirations School evaluations show that pupils who have previously not considered university do so following visits 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>89% of all pupils leaving in 2015/6 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</p>	<p>During the academic year 2018-19 76 raising aspiration activities took place across all year groups. In addition to the core offer of curriculum enrichment days, assemblies and PSHE programme, which is accessed by all, a significant proportion of the school participated in at least one widening participation activity. Activities ranged from theatre visits to University experience days, girls in STEM day, rewards trips, dentistry workshops, Tate Art gallery in Liverpool, Netball world cup and the National Enterprise challenge to name a few, with the aim of always developing the cultural capital of our cohort.</p> <table border="1" data-bbox="869 721 1265 917"> <thead> <tr> <th></th> <th>% of all pupils</th> <th>% of PP</th> </tr> </thead> <tbody> <tr> <td>Y7</td> <td>82.2%</td> <td>89.7%</td> </tr> <tr> <td>Y8</td> <td>90.4%</td> <td>92.7%</td> </tr> <tr> <td>Y9</td> <td>77.6%</td> <td>69.6%</td> </tr> <tr> <td>Y10</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Y11</td> <td>56%</td> <td>62.4%</td> </tr> </tbody> </table> <p>An important aspect of measuring the impact is the value of pupil voice. A selection of the pupil voice has been selected which most definitely shows that pupils clearly value the experience, alongside providing knowledge and skills which build the cultural capital of the disadvantaged cohort.</p> <p>Year 9 HE Day at Leeds Beckett University – January 2019 “The most important thing I took away from the event was that it is good place to go and it will make you feel welcome. I liked the university”</p> <p>Girls in STEM Event in school “ I learnt how a wind turbine works and I made one out of paper” “I learnt that you don’t have to be a male to do these kinds of jobs and that teamwork is important to get things done” “That engineering isn’t just for boys”</p>		% of all pupils	% of PP	Y7	82.2%	89.7%	Y8	90.4%	92.7%	Y9	77.6%	69.6%	Y10	100%	100%	Y11	56%	62.4%	<ul style="list-style-type: none"> - The pupils clearly value the widening participation activities, it is important that this continues to ensure that approximately 50% of the cohort are disadvantaged continue to be offered opportunities as part of the wider curriculum so that they have the knowledge, skills and cultural capital needed to succeed in life. - Continue to engage with all the providers, particularly those who are providing apprenticeships and alternative courses post 16 that pupils and parents may not necessarily be aware of. - Develop the quality of careers work, particularly at KS3 so that pupils are exposed to a wide range of careers so that pupils have the chance to network with professionals in different jobs and allowing them to explore the different careers paths and options open to them. - Introduce a system of early intervention from the school-based Careers Advisor where those pupils are - Develop a partnership with local business so that expertise within the community can be used to better support pupils once they leave school - Continue to work closely with the careers team and the local authority to analyse the destination data and reduce any negative patterns, particularly for those pupils who are classed as disadvantaged.
	% of all pupils	% of PP																		
Y7	82.2%	89.7%																		
Y8	90.4%	92.7%																		
Y9	77.6%	69.6%																		
Y10	100%	100%																		
Y11	56%	62.4%																		



all pupils leaving went to a sustained education or employment/training destination

Huddersfield University – Y9 HE Day – June 2019

“I enjoyed the tour around Campus and the presentation that we did at the end”

HE Day at University of Leeds – March 2019

“I liked the different courses and I liked the campus tour”

Year 7 workshops with York St John University in school

“Learning that you could be independent”

“Learning about different careers”

“When they told us lots of facts about university”

Manga McBeth Workshop

“It was quite fun, I really enjoyed this event and now I am better at drawing bodies and like the shades, eyes and mouth”

Y8 visit to York St John University

“Learning more about the subjects you can do”

“Knowing the benefits of going to University”

“When we got to talk to the student ambassadors”

- To encourage pupils about higher education, particularly university the school conducted a school based research project which assessed the knowledge and attitudes of KS3 pupils to university. This included a range of questions which were carried out before and after a range of several activities surrounding Higher Education. Some of the findings are outlined below:
 - o 95.9% of students felt that they knew what subjects you can study after the workshop, compared to 30.6% before.
 - o 95.9% of students felt that they had a good understanding of the other opportunities available at university after the workshop, compared to 42.9% before.
 - o 77.1% of students felt that going to university was right for them after the workshop, compared to 65.3% before.
 - o 77.6% of students felt that they would fit in at university after the workshop, compared to 57.1% before.



- 77.6% of students felt that they were motivated to aim for a place at university in the future after the workshop, compared to 67.3% before.
- 89.8% of students felt that they would have more career options if they went to university after the workshop, compared to 87.8% before.
- 83.7% of students felt more confident about meeting new people and making new friends after the workshop, compared to 67.3% before.
- 85.7% of students were more likely to discuss university with their parents/carers after the workshop, compared to 75.5% before.
- 81.6% of students were more likely to discuss university with their friends after the workshop, compared to 65.3% before.
- 61.2% of students felt more confident about moving away from home in the future after the workshop, compared to 38.8% before.

Pupils were also asked on what their favourite part of the days was, they commented on how they enjoyed “talking to the Student Ambassadors”, “knowing the benefits of going to university”, “learning more about the subjects you can do” and the “getting to know about the Fresher’s Fair because it is a way to make friends”

- The Learn Enrich Aspire Progress (or LEAP) strategy, together with the cultural enrichment days have provided 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 based on key characteristics of need including being classed as disadvantaged. This can be seen through the 2018 destination data reducing significantly from 5.35% in 2017 to 2.91%. Whilst this is higher than the local authority figure of 1.61%, we are confident that pupils at Westborough are being provided with the correct information and guidance to make informed choices. Also, the percentage of pupils meeting their duty of being in employment or education/training has risen from 91.44% in 2017 to 93.6% in 2018.



- A range of strategies continue to be implemented from 2018 and have been refined in 2019. In order to ensure that the percentage of pupils continues to be more in line with the Local Authority averages, a range of strategies have been implemented:
 - o All pupils have had bespoke careers advice
 - o They have all received one to one appointment with a Careers Advisor
 - o Assemblies from a range of post 16 providers including all the partner schools. A range of providers also carried out interviews for post 16 places at Westborough, where a number of visitors commented on the positive attitudes of the pupils at Westborough
 - o Access to taster days dependent on the preference allocated by pupils in year 10. Pupils participated in taster sessions across a wide range of vocational and academic subjects. Some comments taken on what the pupils enjoyed from the visit have been outlined below:
 - **Springfield College visit – April** “The tour as it gives us an idea of where everything is”
 - **Huddersfield New College – July** “I enjoyed the College and the environment at College” and “I enjoyed Biology because it was lots of fun”
 - **Mirfield College -** “ I enjoyed learning about the different variety of subjects”
 - o A target group of Year 11 pupils attended the Careers @ 16+ event at Pontefract Racecourse. This event was targeted for those hardest to engage and most at risk of being classed as NEET. This event provided a range of advice and guidance including the training provision and pathways now available to the school leavers. One pupil commented “ I liked that most of colleges had options that I wanted to study” in turn allowing for much better informed decision and reducing the likelihood of dropping out of further study.
 - o Assemblies by Raising Achievement Leads on raising aspirations and C&K carrers advisor about the application process, personal statements, open days and what to think about prior to their careers appointments

- Continue to ensure that follow up work continues with collating career aspirations of all pupils so that the most appropriate activities can be tailored to them during the Curriculum Enrichment days but also other widening participation activities as part of the wider curriculum model.



<ul style="list-style-type: none"> ○ Careers fairs in school, particularly when pupils are selecting their options subjects at the end of KS3 ○ Specialist and bespoke advice for SEN pupils when SEN reviews have taken place ○ As year 11 pupils who have left now, C&K continue to provide support to ensure an appropriate pathway is taken post 16. - One of the 3 curriculum enrichment days focused solely on careers and allowing all pupils in every year group to think about their future options titled 'My Futures'. There were a wide range of external speakers and agencies addressing employability skills and raising aspirations, in total the school hosted 66 external visitors including representatives from McDonalds, Events Management agency, Job Centre Plus, National Citizenship Scheme, British Army, Vodafone, York St John's University and University of Leeds to name a few. - Specific funding continues to be provided to supplement the most disadvantaged so that they are not limited by their financial background and have the same opportunities as their more advantaged peers. Additional support provided contributed in many ways including contributing significantly to the 50% coursework unit of Hospitality and Catering. This has allowed pupils to develop their cooking skills through a series of workshops and visits to The Great Yorkshire Show and a visit to the Krispy Kreme unit, before developing a 3-course meal. It is important to highlight the life skills that are developed apart from the attainment in terms of qualifications. In terms of qualifications, the use of SISRA collaboration shows the Progress 8 score for disadvantaged pupils was 1.79 compared to 0.73 for non. In terms of attainment 89% of disadvantaged pupils secured a L2P or above compared to 80% for non. The gap in attainment is predicted to narrow as all those pupils studying this qualification in 2020 are forecast to achieve at least a L2P or better. Pupils who were underperforming in lessons or had specific additional needs at KS3 were targeted as part of the extra-curricular cooking club. The impact of this can be seen through the uptake of the club after school. Also pupils were selected to apply for the Young Chef of the Year 2019 from year 9. One of the pupils made finals and came 3rd out all the local Kirklees schools. - Apart from this a range of extra-curricular clubs continue to be offered in school, this has ranged from a science club, various PE clubs and 	<ul style="list-style-type: none"> - Refine and implement the curriculum enrichment day in the autumn term titled 'My Future' including developing Westborough's own careers fair opening it to pupils and parents to better educate them of the opportunities available and the necessary qualifications required to access these careers. - Continue to look at providing supplementary funding to support KS4 pupils studying GCSE level courses at KS4, where they may be limited due to additional resources which are needed. - Where possible look at supporting the additional funding of visits which build the cultural capital of disadvantaged pupils. - Track and monitor the extra-curricular clubs liaising with Year Leaders and Progress Leaders to identify the pupils who will benefit from these activities to develop their low self-esteem and resilience ensuring that a range of extracurricular clubs continue to be offered. There must be a sharp focus on disadvantaged pupils to ensure the cultural capital of these pupils is increased including opportunities to participate in local and national competitions.
--	---



	<p>ICT opportunities. These have been well attended by pupils at KS3 and it is intended that the uptake of this will continue to be encouraged though year 7 pupils working towards gaining their Westborough Pledges by committing to at least one extra-curricular activity per term.</p>	
<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>	<ul style="list-style-type: none"> - Progress leads at both key stages have organised additional targeted progress evenings to inform parents on practical strategies on how they can better support their child at home in terms of support and revision, particularly when there have been extended periods of absence. - Evidence in terms of engaging with parents continues to be evident through the high attendance of parents for all year groups, particularly KS4. These provide valuable opportunities for staff to better educate parents about the value of learning. It has become custom practice for parents to speak to the wider staff body who support their children. These have included the Attendance Manager speaking to parents about unauthorised absences and managing school contracts, Year Leaders and Progress Leaders speaking to parents about social learning behaviours such as relationships with staff, peers and the value of learning collaboratively. Parent voice is carried out regularly and continues to be extremely positive. Parents have 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. - The school continues to invest in time and money to ensure parents are updated regularly with regular text messages on attendance, breakfast club, revision sessions, clubs and a termly letter sent by the Headteacher. This year the communication has also included a letter designed by the School Nurse in conjunction with the school on how to manage illnesses to minimise lost learning time. - CPD sessions this year have also included providing form tutors strategies and more importantly time to contact parents to discuss attendance concerns, how the school can support to manage absences, including helping to catch up with work missed and positive calls on the fantastic achievements of pupils in their forms through the tracking and monitoring of schools rewards systems. 	<p>This is an area where extensive work has been carried out to better educate parents but as ever it remains a school focus, particularly engaging with pupils from hard to reach backgrounds. It is important that EEF research document is used (Dec 2018), which reviews the best available research to offer schools and teachers in order to support parental engagement in children's learning. It offers 4 key recommendations as evidence from the <u>EEF Teaching and Learning Toolkit</u> suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>These are:</p> <ol style="list-style-type: none"> 1. Review how we work with parents including providing CPD opportunities on how best to engage with parents for all staff including support staff 2. Providing practical strategies to support learning at home, including how best to use the resources the school invests in such as GCSEPod, PIXL maths etc. 3. Tailor school communications to encourage positive dialogue about learning including regular text messages and short termly letters 4. Offer more intensive support where needed particularly for the school in building parents' efficacy: that they are equal partners and can make a difference, particularly for the hardest to reach pupils.



- The Family Liaison Officer has conducted numerous visits to better support pupils and parents/carers in order to manage the pressures of school life ensuring that the pupils are well supported both in and out of school.

C. Increased self-esteem, resilience and ambition for the future

Chosen action/approach including evidence and rationale	Impact	Recommendations
<p>Targeted support for pupils whose low self-esteem and emotional resilience has significant impact on their academic progress</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>	<ul style="list-style-type: none"> - The school based social worker has provided a range of support including sessions and counselling on self-harm intervention support, mental health, solution focussed therapy, motivational interviewing, multi-agency working, goal setting and raising aspirations including one to one life skills sessions. - Additionally, the school participated in a pilot programme with a feeder primary school and Freedom Personal Safety titled "Respect for All". Freedom Personal Safety is a Community Interest Company (social enterprise) which was created in 2008 to give women the skills, knowledge and confidence to keep themselves safe. Since then, they have trained to work with children too and are expanding their portfolio so that they can reach young people, parents, lone workers and older people. This programme was developed upon with the Family Liaison Officer, the Designated Safeguarding Lead and acquiring additional Near Neighbours funding. An 8 week programme was set up with pupils and a 6 hour programme with parents. 11 boys and 11 girls were selected after receiving consent from parents in order for them to develop their attitudes towards different genders. The sessions included focussed on attitudes towards male and female, current issues related to gender such as 'up skirting' and male masculinity image, stereotyped gender occupations, gender pay gap, relationships and consent, equality of gender in families and feedback from these sessions. All pupils valued the sessions and as a result they felt they had a better understanding of gender inequality. In terms of parents, 5 parents engaged well with the programme and also felt 	<p>Feedback from the Family Liaison Officer felt having opportunities where there was only one gender allowed pupils to be honest and opened, this then informed relevant discussions. It is important that the strategies developed as part of this programme including topical current issues and relevant topics in the news are a feature of this programme to develop gender equality views of pupils for those that require this as an intervention.</p>



	<p>like they benefited, particularly discussions which better inform them about gender inequality.</p> <ul style="list-style-type: none"> - The schools Inclusion Lead has worked with a cohort of young people identified at serious risk of permanent exclusion. Early on in to the 2018 academic year the school created a new area in inclusion the Succeed Centre. The Inclusion Lead is responsible in ensuring staff support young people who study up in the centre either full time or part time through emotional timetabling. The Succeed area provides a therapeutic environment where class teachers deliver small groups of English, maths, science, IT and PE to identified students. Alongside this students access tailored intervention to meet their specific needs such as Zones of Regulations, PX2, Arrow reading and where necessary manage crisis and help students regulate themselves in order to access their learning. In total 37 pupils were supported in total and as result some who were at risk of permanent exclusion were supported to manage their barriers to learning. - The school have been successful in being accepted as part of a large scale study, which will look at <i>how</i> outdoor adventure learning programmes affect non-cognitive and academic outcomes. This research could help to unpick the elements that are most important (intense, week-long experience; challenging adventure; engagement with environment; residential), and how the outcomes associated with these programmes (self-efficacy and resilience; relationships in school; behaviour and attitudes in the classroom) link to improved attainment. 30 pupils in year 9 have been selected and are part of nearly 2500 pupils who will take part in a residential due to take place in December 2019. They will participate in challenging, adventurous activities such as kayaking, mountaineering and wild camping, in an intensive 5-day residential course that aims to improve non-cognitive skills and attainment. Instruction will be delivered in wild settings by trained outdoor learning instructors, in collaboration with accompanying teachers. Learning strategies such as growth mind-set theory, feedback and goal-setting for transfer of leaning will be used by instructors during the course to enhance and embed learning. By ensuring that staff who take pupils to the schools summer camp are part of this study, it is intended that it will act as CPD in order to 	<ul style="list-style-type: none"> - Refine the offer within the Succeed centre so that the team provide support in lessons where possible thus ensuring that pupils continue to receive high quality teaching. Where necessary use emotional timetabling and specific interventions to be delivered by Succeed staff to improve attitudes to learning, outcomes and attainment. Look at embedding Princes Trust in to the curriculum for these students to increase the skills and qualifications. Deliver the Achieve course including courses such as Skills for School, Personal, Social Development, Life Skills, Active Citizenship, Enterprise Projects and Preparation for work. To ensure there is a bespoke curriculum for all pupils, where required provide opportunities for pupils to develop skills through work experience. - Continue to develop the skills of the Succeed staff who will identify and deliver specific intervention sessions to address needs identified in the My Support Plans. These include PX2, Arrow, Zones of Regulations, Mind Buzz and SULP. Where necessary contribute to the regular reviews of the My Support Plans with parents, so that an education package which best meets the needs of our young people. - Use the findings from the Outdoor Adventure Project to better inform the summer camp so that there is a joined-up approach between staff running the summer camp and Progress Leaders so that those in need are additionally targeted. Also, the work before the camp, during and after including the activities themselves are underpinned with relevant research which in turn will have a greater impact in terms of progress of pupils at Westborough.
--	--	--



	<p>continue to refine the schools own strategies on how adventure learning can build resilience and in turn help improve outcomes.</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 May 2017 which continues to remain a priority: -</p> <p><i>PP students make up a disproportionately high number of those who appear in these recorded misbehaviour statistics.</i></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.</p>	<ul style="list-style-type: none"> - The school continues to develop and implement strategies which minimise disruption to learning specifically having a focus on disadvantaged students in terms of misbehaviour statistics. - For serious breaches of the school behaviour policy, the school has an internal isolation unit. Isolation is 9am - 2:50pm, where the inclusion staff work very hard with each department to ensure wherever possible the students' class work is completed, teaching staff support with the resources and often provide 1-2-1 support in the room. Alongside ensuring that pupils are supporting regulating their behaviour so that any serious breaches of the school policy are not repeated. In 2019 there was a slight decrease in terms of the percentage of referrals from disadvantaged backgrounds reducing from 79% in 2018 to 76% in 2019. - The percentage of incidents in terms of moved room data shows that 70% of all Westborough High School pupils were never removed from learning. In terms of disadvantaged pupils this has decreased from 73.3% in half term 1 to 69.9% by the end of the academic year in terms of the percentage of disadvantaged pupils who account for all the moved rooms in school. - Those pupils who consistently failed to meet the school's classroom expectations account for approximately 3.4% of the whole school population, of which 70% are disadvantaged (22 pupils of nearly 500 in terms of raw numbers for disadvantaged). This is still high considering the 50% proportion of disadvantaged versus non. It is important to point out that these pupils are the ones who have many external barriers to learning, although, this is showing a downward trend for constant repeat offenders compared to 2018 (81% of disadvantage pupils). - In terms of the C3 detentions this is similar at whole school level and similar compared to 2018 for disadvantaged pupils. 63.5% over the academic year. Again those consistently failing to meet the school's classroom expectations is higher than the proportion of disadvantaged pupils, at around 65%. 	<ul style="list-style-type: none"> - Track and monitor the C3/moved room data of those pupils who have been supported by the Year Leaders. Where possible create opportunities for the pastoral team to share the most effective strategies, particularly ensuring the learning behaviours are taught to these pupils and where they have failed to meet the schools expectations they are self-reflective and agree on an action forward, (making it formal where required). - In terms of C3 and moved room incidents, disadvantaged pupils make up a high number of pupils who are recorded in the misbehaviour statistics. This clearly indicates there are still a number of low-level incidents which require a sanction, this is after pupils have received previous warnings during a lesson. Continue to share the information with Team Leaders Progress Leaders and Year Leaders so that where there are 'hot spots' there is additional support and any pupils who are contributing significantly due to their poor attitudes in learning are supported. Along with ensuring any pupils who require a significant amount of support is discussed as part of the pupils focus meetings on a 3 weekly basis. - It is important though that analysis continues to be carried out and forms part of the Team Leader quality assurance, specifically when this is affecting the progress of the pupils. This must include working with the Progress Leaders and Year Leaders to help manage challenging pupils.



	<ul style="list-style-type: none"> - Further analysis in terms of the incidents of pupils who consistently fail to meet the schools expectations has meant that 12 pupils have received targetted support to help develop their low self esteem and emotional resilience last term by the Year Leader and supported by the Behaviour and Support Officer out of lessons. The impact of this has seen a reduction in moved rooms for some of these pupils, although not all. - In terms of the number of positive stamps awarded, the school continues to focus on 5 positive to 1 negative strategy. As ever the profile of the staged awards remained high and those who had received the gold award were rewarded with a an afternoon of fun activities, alongside the thumbs up Thursday that Progress Leaders ran. 	<ul style="list-style-type: none"> - Look at the possibility of introducing trial behaviour contracts with parents, particularly when pupils are at risk of needing greater support from the Succeed Centre. Alternatively use My Support Plans ensuring that this is the document for any pupil receiving any additional support specifically due to their attitudes to learning. - Continue to raise the profile of the praise awards systems both during form times, assemblies by Year Leads and whole school recognition. Analysis needs to be carried out by Progress Leaders to ensure that those pupils are not achieving the relevant awards are targeted and supported. - As part of the recent research published by the EEF to improve behaviour in schools (https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-behaviour-in-schools/) it is important we reflect on the 6 recommendations from this report.
Total budgeted cost provisional		£125,186



D. Increased attendance rates for pupils eligible for pupil premium																													
Chosen action/approach	Impact	Recommendations																											
<p>Dedicated support staff and Progress Leader focus on monitoring pupils and following up quickly on truanancies.</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>	<table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Overall Attendance</th> <th colspan="3">Persistent Absence</th> </tr> <tr> <th>National 2018</th> <th>2018</th> <th>2019</th> <th>National 2018</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>91.9</td> <td>93</td> <td>91.95</td> <td>24.6</td> <td>19.26</td> <td>23.6</td> </tr> <tr> <td>Non</td> <td>95.5</td> <td>95</td> <td>95.09</td> <td>9.3</td> <td>14.07</td> <td>11.04</td> </tr> </tbody> </table> <p>The attendance data for the academic year 2018-19 has decreased from 93% in 2018 to 91.95% in 2019, this is a decrease of 1.05%. It is important to point out that this is slightly better than the attendance of disadvantaged pupils nationally of 91.9%. Although compared to the attendance of non-disadvantaged pupils (95.09%), the attendance of disadvantaged pupils continues to remain a priority in 2019-20.</p> <p>In terms of disadvantaged pupils, the number of pupils who are classed as being persistently absent has increased to 23.6% from 19.26%. This has increased compared to last year, but it is worth noting that this is below the national figure of 24.6%, although a major contributor of this increase has been due to unauthorised extended leave of absence.</p> <p>Persistent absence for the non-disadvantaged pupils has significantly reduced from 14.07% in the previous academic year to 11.04%. It is clear that revised systems to robustly track and monitor pupils attendance has most definitely had an impact, although this remains a priority, particularly for those classed as disadvantaged in order to ensure it is in line or better than national statistics.</p> <p>Other strategies that have been implemented include</p> <ul style="list-style-type: none"> • Educating parents via letters and text messages using an automated letter generating systems based on trigger points at various points of the year • Phone calls home to challenge absences 		Overall Attendance			Persistent Absence			National 2018	2018	2019	National 2018	2018	2019	PP	91.9	93	91.95	24.6	19.26	23.6	Non	95.5	95	95.09	9.3	14.07	11.04	<ul style="list-style-type: none"> - Ensure that the attendance tracker is updated weekly, so that systems are in place where pupils who have fallen behind are identified through fortnightly meetings between the Attendance Officer and barrier D lead. - Introduce attendance forms which will better educate pupils and support them in reducing the time off school. This will aid with allowing pupils to better regulate themselves and as an additional any strategies covered to be sent in the form of a letter/leaflet so that parents are also continued to be better educated in the value of attending school regularly and how to manage this. - It is important where pupils have had significant time off in the past this is at least improving. Where these pupils are classed as Succeed the staff take ownership of the attendance and incorporate this in to the wider support plan for these pupils with many external barriers. - Ensure that there is consistency in terms of following the revised protocols so that these are embedded. It is important that any attendance concerns continue to form part of the pupil focus meetings, where necessary the Attendance Officer and Progress Leaders working closely to implement whole school and bespoke strategies to improve attendance. - Use the text messages systems which will incorporate the current attendance of the pupils so that parents/carers are continually updated. - Ensure the letters system is refined so that letters are automatically sent out at specific trigger points in the year. Where possible this information to be
	Overall Attendance			Persistent Absence																									
	National 2018	2018	2019	National 2018	2018	2019																							
PP	91.9	93	91.95	24.6	19.26	23.6																							
Non	95.5	95	95.09	9.3	14.07	11.04																							



	<ul style="list-style-type: none"> • Continued implementation of the whole school tracker to easily identify current concerns compared to key characteristics including previous year's attendance to better track those pupils who are at risk of becoming classed as persistently absent. The impact of this can be seen through making sure that where there is poor attendance this is improved through appropriate challenge and support. There were 104 pupils classed as PA in 2018 who were still on the school's roll in 2019, with 58 of these pupils improving their attendance. 39 of those 58 pupils improved their attendance so much that they ensured they were not classed as PA in 2019. • Form Tutors, whose forms have excellent attendance, continued to be rewarded on a weekly basis (with a cake) • The staged process to manage attendance concerns ensuring they are 'stepped-up' efficiently and purposefully through the KS4/3 pupil focus meetings allowed staff to be deployed effectively with the Headteacher chairing these meetings. • PSHE sessions to better educate pupils in terms of the value of education • Home visits where required by the pastoral team • Meetings with Assistant Headteacher and Attendance Officer, specifically in terms of leave of absence • Rewards for pupils for good attendance and attitudes to learning as part of the 'Thumbs up Thursday' strategy. • The school continues to promote the value of school and attendance in the local community. As part of this strategy Westborough High School will be taking part in the local Attendance celebration event at Dewsbury town hall where good attendance will be celebrated with pupils, parents, carers, local feeder school and dignitaries. 	<ul style="list-style-type: none"> - shared to all staff so that the message can be reinforced in the conversations with pupils. - Raise the awareness of attendance through CPD/assemblies The Attendance Officer to continue to trial some action research on incentives which have the greatest impact. This includes a recognition for those pupils who have had 100% attendance. - Where there has been unauthorised extended leave of absence continue to work with the local authority to ensure the relevant fines are issued and where possible any repeat offenders are challenged. - A renewed emphasis on home visits by the Attendance Officer but also a Behaviour Support worker who will work closely with the Attendance Officer and if required collect pupils using the school minibus. - To keep the attendance profile high a new initiative this year will include encouraging form tutors to improve on their form's attendance compared to last year, as well as acknowledging staff who have made positive contributions to whole school attendance throughout the week. - Where phone calls and school-based contracts have not had the desired effect, an official referral will be made to the Local Authority APSO, where fines may be issued or parents can face prosecution
<p>First day response provision This will allow to raise the profile of ensuring that they see the value of attending school regularly. Research shows that attendance is</p>	<p>First day provision absence has been embedded last year. Year Leaders are confident at challenging absences with parents in the first instance. This is then followed up with text messages when no reason for absence has been provided, followed up with strategic visits by the Attendance Officer and Family Liaison Officer. It is important that this continues and</p>	<ul style="list-style-type: none"> - Consistency of the first day provision will be tracked and monitored. - Embed the consistency of the high-quality conversations of missed lessons and the attainment data. Where required provide further bespoke training to staff.



<p>key to attainment and for pupils to acquire knowledge there must be strong foundations.</p>	<p>where required appropriate CPD provided, particularly for those Year Leaders who have started in September and are new to the role.</p>	<ul style="list-style-type: none"> - Ensure where no reason has been provided by parents/carers, this is sent out via email in a timely manner, so that Year Leads/Attendance Officer can track and chase up with text messages, phone calls and home visits. Also ensuring it continues to be sent to Senior Leaders and other pastoral staff for information.
<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>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 have been consecutive days of absence.</p> <p>The Local Authority Attendance and Pupil Support Officer worked with 26 of the hardest to reach families last academic year, 19 of whom improved their attendance, alongside supporting the school in terms of pre referral work. Additionally, during the summer holidays, 23 families were visited to discuss the attendance of their child as it fell just below 90% for the academic year, with the aim of making parents aware of the consequences in terms of learning missed but also a range of support strategies such as parent contracts, fixed penalty notices and, for some, legal actions have been implemented.</p> <p>The school nurse commissioned service is provided in school on Tuesday and Thursday mornings from 9.30 – 12.30.</p> <p>Apart from the regular attendance meetings with the attendance officer in school, the nurse has contributed to the well-being of pupils and reducing any potential barriers to school for them, thus having an impact on the attendance of disadvantaged pupils:</p> <ul style="list-style-type: none"> - Supported students with emotional health issues, for example, anxiety/self-esteem, self-harm, anger management and provide therapeutic interventions. Where required refer on to outside agencies, for example, Northorpe Hall. - Provided smoking cessation as the nurse is a non-medical prescriber and so can prescribe nicotine replacement therapy. 	<ul style="list-style-type: none"> - The APSO continues to provide invaluable support to the school systems. The contract has been reviewed and ensure that the Attendance Officer tracks and monitors the work on a weekly or at least fortnightly basis. - Implement a half termly approach of two case studies and a quality assurance document to be provided by the APSO to inform of best practice and revisit the school priorities. - Ensure that where there are any repeated occasions of unauthorised extended leave of absence the parents/carers are challenged through the current systems. - The Nurse continues to provide value for money ensuring that the Attendance Officer continues to have regular link meetings to monitor the target group pupils. - Where deemed necessary the school nurse is invited to the core attendance meeting. - Ensure information is provided through specific meetings with parents/pupils, and appropriate guidance through letters to parents on how to support with illness at specific points of the year.



- Supporting students with other substance misuse as refer on to outside agencies if required, such as, The Base.
- Supporting students around healthy lifestyle issues, for example. diet, exercise, sleep, personal hygiene.
- Advice and support around contraception and sexual health. Where it was deemed necessary support young people to access mainstream sexual health services, for example, Kirklees Integrated Sexual Health Service. Also, sessions have been delivered around contraception and sexual health to the whole of Year 9 and Year 10. In addition, delivered sessions to the whole of Year 7 around puberty, personal hygiene and keeping healthy.
- Whole school assemblies to all year groups to raise awareness about new services on offer. Chat Health and Kooth online counselling have been launched in Kirklees this year to provide young people between the ages of 11-19 with an additional means to access support and advice in relation to their health and well-being.
- Developed a 'Keeping Well this Winter' leaflet to put on the school website, where the link was sent to all parents via text message.
- Awareness sessions to school staff around managing anaphylaxis and asthma. Also supported children in school with medical needs such as epilepsy, anaphylaxis, diabetes, asthma and work closely with school staff to ensure that medical information is up to date.
- Based on historic data of poor attendance the school nurse continues to work with key groups of pupils who have had extensive periods of time off due to illness or medical conditions. Noticeable increases in the illness code during the 2017-18 academic year led to more effective use of the School Nurse. When attendance reviews were termly, the School Nurse targeted a group made up of pupils who were Persistent Absentees due to Illness. These groups were closely monitored and ensured that she contributes to reducing the overall % absence for the Illness code (I) from 2.5% in 2018 to 2.3% in 2019. And whilst there were some improvements, it is important to note that where there weren't any improvements, there was confirmation of genuine medical reasons which were then taken in to account and pupils and parents were supported to ensure this was managed better, where possible liaising with Year Leaders/Progress Leaders ensuring that pupils catch up on work missed. This needs to continue



	<p>this year with a sharper focus on ensuring pupils catch up on work missed.</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 missing more lessons equates to missing more potential learning opportunities. 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>In the academic Year 2018/19, 68% of the disadvantaged cohort streamed 2067 pods, across the curriculum, compared to 65% of the cohort in 2018. 26% of the cohort were regular users, accessing the content, at least three times a week in the period from April to June.</p> <p>Where pupils have been internally isolated due a serious breach of the school rule, a software programme EdLounge has been used. This has continued to grow in strength and support our students excluded internally and externally. 102 students logged on to the system last year completing over 153 hours of work. The top performer was a student who was supported during a few lessons in Succeed and completed over 16 hours of learning on the site.</p>	<ul style="list-style-type: none"> - Catching up with work missed remains a priority which will be reinforced to all pupils both for short term absences and long-term absences - Alongside this continue to focus on developing strategies for homework, particularly at KS4 to ensure that this is meaningful but also manageable in terms of staff workload, where possible using this work missed for those pupils who have been classed as persistently absent. - Where there is a long-term absence, whether it is due to illness or extended leave of absence, the importance of learning missed will be relayed to parents with a greater emphasis on accountability at ensuring that pupils catch up with work missed. - As part of the achievement strategy, any pupils who have had extensive periods of absences are considered and any additional intervention that is required is implemented in a timely manner, not only by senior leaders but also middle leaders. - Continue to encourage pupils to access GCSEPod/Edlounge, alongside other bespoke departmental resources. Ensure that departs create and ethos where pupils self-regulate and use the resources including any videos to catch up with work missed at both key stages but particularly KS4.
Total budgeted cost		£113,220