

Pupil Premium Strategy update January 2020

The school has drawn up a strategy for the deployment of the Pupil Premium funding in 2019-20; the impact of the actions will be measured termly and where appropriate modifications may be made to the provision funded through the Pupil Premium. The evaluation of the impact has taken into consideration both the school's internal review processes including all stakeholders, alongside external reviews which have been used to obtain different perspectives.

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. £58,945

- Strategies continue to be implemented for pupils with lower literacy, this is in line with the whole school priority of increasing the literacy skills of all pupils, particularly the disadvantaged pupils. As part of the whole school focus, the responsibility for barrier A, has been realigned with the school's Literacy Champion. It is intended that this will allow for a holistic approach with a sharp focus on those with lower literacy skills so that appropriate intervention can be implemented in a timely manner.
- Accelerated reader continues to be implemented for all pupils in year 7 and 8. This has been complemented with ensuring the reading age data is accurate, thus all pupils in year 7 and 8 have been assessed for an accurate and up to date reading age using the NGRT tests. In terms of progress in the accelerated reader lesson, year 7 pupils are making good progress, this is evident in the increase in reading ages by 3 months for both the disadvantaged and non-disadvantaged cohort. However, the year 8 pupils are a priority as the reading age has decreased for them, this may be due to some staff absence as there hasn't been the consistency that is needed. This is currently being addressed with additional support and timetable changes to ensure that there is a greater degree of consistency so that accelerated reader has the desired impact. Overall, it continues to prove to be value for money, although it is important that its implementation continues to be refined and additional training is provided to staff, as there are some newer members of staff delivering the accelerated reader lessons.
- Where pupils are significantly below their chronological reading age they are prioritised with additional intervention using the ARROW reading programme. The ARROW programme has shown to increase the reading and spelling ages of pupils significantly, thus the school has invested in training 8 additional members of staff to carry out the ARROW intervention. It is hoped that this will allow for timely intervention to be implemented, so that pupils are not disadvantaged by low literacy skills, and this doesn't hinder their progress at secondary school. Analysis is being carried for the interventions implemented last half term; an update in terms of data will be provided in the next review due to be carried out in May.
- As part of the whole school literacy strategy all pupils have been provided with access to regular, challenging and age appropriate reading during form time. This has primarily been focussed at KS3 as a whole class reading strategy incorporating reciprocal reading. Training has been provided to all form tutors to ensure that reciprocal reading is used effectively and to make sure there is consistency in its implementation so that it has the desired effect. The focus of these sessions has been to develop the comprehension skills of pupils, their ability to decode text, expose students to a wider range of vocabulary which is reinforced through high quality questioning and use of Standard English in school. It is intended that these skills will then be translated into lessons when looking at subject specific material. In terms of quality assurance, staff are seeing encouraging signs, for example, the English team have expressed that the focus on clarifying, summarising and predicting has enabled students to feel more confident when accessing challenging texts, although pupils still appear unconfident when being asked to question the text themselves. This will be a priority of the Literacy Champion

during spring 1 and where it is deemed necessary, the implementation will be refined and best practice shared as part of the schools CPD calendar.

- In terms of KS4 form time activities, the focus remains on reading high quality texts in subjects with the intention of improving students' comprehension and subject knowledge, focussing on creating opportunities for pupils to observe and develop the discipline-specific aspects of writing that relate to particular subjects. Pupils in years 9 and 10 are being exposed to a mixture of fiction and non-fiction comprehension and year 11 pupils have had exposure to a mixture of subject specific texts that allow students to develop an argument on a topic, summarise key ideas as well as unpick unfamiliar vocabulary.
- The school has invested in a new online based vocabulary platform, Bedrock Learning, for pupils in years 7 to 10. This programme aims to improve the literacy of pupils and their engagement with reading, whilst directly teaching them academic vocabulary. This is being implemented by the English department, which is being complemented by teaching the use of these words as part of the English lessons. This will continue to promote the word rich culture, alongside improving comprehension skills, as pupils will have a greater depth and understanding of vocabulary. A total of 166 students across years 7-10 have completed one lesson topic block, improving their vocabulary knowledge by an average of 38%. Of these pupils 57 are classed as disadvantaged; they have made a greater increase in their vocabulary knowledge of 42%. However, it is important that the disadvantaged cohort are specifically targeted and are encouraged to access this invaluable resource.
- As part of the focus of increasing pupils' reading for pleasure, the school hosted the half price book fair which encouraged pupils to read for pleasure by offering them a wide selection of books to choose from, whilst having the opportunity to look at them before they decided to buy. Alongside this it also provided an opportunity to instil a love of reading. This must remain a priority, and further literacy based extra-curricular activities will most definitely complement the school's reading for pleasure agenda.
- A group of 14 year 8 disadvantaged pupils took part in a workshop at Dewsbury Library working with an author Nikita Gill who writes fairy tales which empower women. Pupils were complimentary of the workshop and felt that the event motivated them to write more; it showed them how to look for inspiration in what they already knew and felt about things. They commented on how they enjoyed that everyone was able to participate, it was creative rather than just sat listening, and their only criticism was that it should have been longer.
- The Literacy Champion continues to support the Team Leader for Humanities, including attending a CPD programme on how to tackle extended writing exam questions and embed literacy into the humanities curriculum. Internal quality assurance shows that there is an increase of reading comprehension activities in the history schemes of work, which has enabled the year 9 students to easily access the texts which form part of the history curriculum. This is an ongoing programme with support from the local authority consultant. It is intended that over the coming term they will continue to embed further reading and oracy strategies into the humanities medium term plans, as well as develop resources which help students break down and access extended writing questions.

B. Disadvantaged pupils, particularly from the middle prior attainment band, are making less progress than other pupils from the same prior attainment band in some subjects in KS4, particularly mathematics and the EBACC subjects (geography, history and modern foreign languages). Alongside this, ensure that disadvantaged boys are supported and challenged to achieve in line with their non-disadvantaged peers.

£116,000

- The progress of year 11 continues to remain a priority. In terms of the basics measure there has been an increase to 30% for pupils who are predicted to achieve a grade 5 (including all those pupils who are borderline). This would be an increase of 16% from 14% for leavers 2019. Although the confident figure is lower at 25%, it is still an increase of 11% on leavers 2019. It is important that we prioritise all those pupils capable of achieving a grade 5 based on their KS2 prior attainment. These pupils have been highlighted and are being targeted by the

English and maths departments. If all those pupils that are not achieving in one or the other subject are supported to convert to a grade 5, along with those who are predicted, but did not achieve a grade 5 in the mocks, this would equate to a total of 46 pupils, which is 47%. Realistically it is important that those predicted but not achieving in the mocks, 30 pupils, plus a further 7 from the possible 16 who are not achieving in English or maths are converted. This would then equate to 38% (37 pupils), slightly higher than the FFT20 estimate (37%) for grade 5.

- In terms of the basics measure for grade 4 and above, 53% are predicted to achieve this measure compared to 38% in 2018-19. Again, as with the 9-5, this will be below the FFT20 estimate of 61%. Once again pupils who based on their prior attainment are classed as underachieving, are being targeted through data meetings at all levels including senior leaders, middle leaders and class teachers. It is intended that appropriate strategies which have been shared are trialled, so that there is support alongside challenge, thus motivating staff to help pupils fulfil their potential.
- It is also reassuring and worth noting, that the positive trend can also be seen in the mock exams when compared to last year. In the November mock exams, 14% this year compared to 9% last year achieved a grade 5 and above in terms of the basics measure and 27% this year compared to 16% last year for grade 4 and above.
- As ever, intervention strategies continue to be implemented throughout school, this is both after school and during form time registration. Last year the Quality of Education team identified key pupils based on year 10 mock exams and have created a Raising Achievement English or maths form. Of the 58 pupils receiving this intervention from highly skilled practitioners, including Lead Practitioners, 33 of these pupils are classed as disadvantaged, of which 13 pupils are predicted to achieve the 9-5 and 25 pupils of the 33 are predicted to achieve a grade 4. This is based on one full term's intervention, although it is important that any additional intervention for pupils who are close to achieving the basics measure are supported with strategies such as MyTutor, PiXL Strive for Five and the Saturday sessions.
- In terms of mathematics the mocks have seen an increase from the summer at 22% grade 5 and 44% grade 4. The predictions are 36% grade 5 and 64% grade 4, this is below the FFT20 estimate for grade 5 at 44% and slightly lower for grade 4 of 68%. It is specifically the more able disadvantaged pupils who are a priority group; current forecasting shows that the middle ability cohort are making good progress based on the predictions.
- In terms of the other subjects, science continues to perform strongly for the disadvantaged pupils. Humanities and languages are both showing an improving trend. Overall though, it seems that all ability banding pupils are making progress, although it is important as it is with maths, the focus remains on those pupils with a KS2 prior attainment of 4.5 and above, which includes the more able disadvantaged, so that a greater proportion of them achieve the top grades.
- In terms of the disadvantaged boys, they are making good progress in all subjects, although the languages subjects of French, Spanish and Urdu are a priority over the coming term. Additional support including one to one tuition is being explored along with pupils attending the languages PiXL courses and additional support from external advisors.
- Whole school CPD sessions have continued this academic year, with a focus on ensuring a curriculum for social justice is implemented in all subjects. The primary aim has been to ensure young people are exposed to academic excellence through the 'best knowledge' that is thought and said. It must be different from their everyday experience if we are to tackle inequality. With this being the golden thread, the CPD sessions have focussed on:
 - Powerful knowledge with a particular focus on pedagogical content knowledge on how teachers teach a particular subject or content
 - Developing deliberate practice through the instructional coaching model where more staff are experts within their subjects.
 - Time has been provided to develop good subject knowledge of teachers through developing mental models and modelling these to pupils

- Sessions focussing on how to question like an expert including promoting the use of IRIS Connect. Staff have planned and developed effective questions which provide feedback to pupils, where correct answers are acknowledged and where they are partially correct, teachers are skilled to develop this through high quality questioning including clearly addressing incorrect responses and providing opportunities for all pupils to participate in lessons.
- Recent January CPD has focussed on revisiting the KS3 curriculum so that it incorporates powerful knowledge, ensuring that information is being presented with a degree of repetition, particularly in the form of repeating and reviewing key concepts at specific points throughout the year
- Internal quality assurance by senior and middle leaders shows that in the lessons visited last term, questioning is being used effectively in the vast majority of the lessons. This is particularly in the core subjects, and has also been highlighted by external advisors. Learning walks carried out by an external advisor noted that in English, ‘Questioning is often used well to extend learning and develop thinking skills; most lessons included opportunities for students to develop oracy skills, teachers typically provide high quality support and guidance during tasks; students respond well to this and all of the teachers seen had a very good manner with their students’. It is important that this focus remains so that questioning is as effective as the best for experienced but also those members of staff who are new to the profession or school.

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. £160,663

- Careers work remains a priority at Westborough High School, so that appropriate guidance and bespoke advice is provided which allows pupils to make informed choices about their futures. All year 11 pupils have had individual appointments with the school’s careers advisor to allow them to prepare for applications for sixth form and colleges. The conversations have been centered on choosing courses which they are passionate about but also offer opportunities for further study post 18.
- Enrichment opportunities continue to be provided through visits, external visitors to school and through a wide range of extracurricular clubs on offer. As ever the emphasis remains on providing these opportunities and targeting those who are classed as disadvantaged so that the cultural capital gap is narrowed. Some visits which have taken place include Leeds University as part of a strategy to encourage less privileged students to study languages, rewards visits to a trampoline park, Clip and Climb and for those that really wanted shopping a trip to White Rose and some pupils also took part in an open dress rehearsal for the dance, music and musical theatre Christmas showcase. Also a recent focus on careers for all year groups on curriculum enrichment day provided an opportunity for pupils to explore opportunities available to them after school. This comprised a mixture of external providers which included a careers fair supported and followed by post 16 bespoke sessions delivered by form tutors throughout the day. A comprehensive programme to enhance the curriculum Learn, Enrich, Aspire and Progress strategy, (LEAP) is currently being revisited and refined so that opportunities for all pupils can continue to be provided to them with a holistic approach which is strategic and so that disadvantaged pupils have access to a wide range of activities throughout their time at Westborough.
- As part of the school’s vision of designing a curriculum for social justice and providing opportunities that disadvantaged pupils may not necessarily have, 13 year 9 disadvantaged pupils participated in challenging, adventurous activities such as kayaking, mountaineering and wild camping, in an intensive 5-day residential course in the Lake District with the aim of improving non-cognitive skills and attainment. Learning strategies such as growth mind-set theory, feedback and goal-setting for transfer of learning were used by instructors during the course to enhance and embed learning. This was done in conjunction with the Education Endowment Foundation (EEF) and Sheffield Hallam University; the findings of the research will be published once the study is completed at the end of the year. It is intended that this will

then inform the activities and strategies used as part of the school's summer camp. In terms of pupil and staff voice, all the pupils and staff who took part found the experience challenging but definitely valuable and saw an improvement in how the pupils started to self-regulate.

- 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. In terms of the data analysis up to the autumn term for disadvantaged pupils, this is significantly disproportionate in terms of moved rooms, this is around 76% for moved room, which is similar when compared to the same point last year. In terms of the lower level disruption which results in the C3 sanction, 64% of disadvantaged pupils account for this sanction, this is similar to the same point last academic year. Further analysis indicates that a large number of the moved rooms and a portion of the C3 incidents are due to repeat offenders, who have many external barriers. In depth analysis and an evaluation of the strategies being implemented is required so that the impact of these strategies can be measured and, if required, refined.
- Year Leaders continue to target pupils who are contributing significantly to the misbehaviour statistics. Historic analysis shows that the personal touch and continuity of an adult role model helps pupils to regulate their behaviour, on many occasions this fills the parenting gap for some of the disadvantaged cohort. This strategy will continue over the coming term including ensuring we utilise the skills of the behaviour managers for some of our hardest to reach pupils.

D. Attendance for pupils eligible for pupil premium is 93% (below the target for all pupils of 95%) and persistent absence (10%) is 19%; this reduces their school hours and impacts on learning and progress £95,000

- In terms of percentage absence for disadvantaged pupils, this has decreased to 7% compared to 7.7% up until December. When comparing this to the non-disadvantaged this is still significantly higher as the absence for non-disadvantaged stands at 4%. It is important that we continue to track and monitor the attendance of all disadvantaged pupils so that being classed as disadvantaged is used as an indicator as being at a greater risk of poor attendance.
- In terms of those pupils who are already classed as persistently absent (over 38 sessions), this is significantly lower at 4.77% compared to 8.57% last year. When compared to the non-disadvantaged this stands at 2.1% compared to 2.56% at the same point last year. It is clear that the sharp focus on the disadvantaged pupils is having the desired impact. We must now maintain and continue this trend over the coming terms.
- Apart from using the sanctions based approach in tackling poor attendance, a greater emphasis has been put on the school, including the Attendance Officer, Family Liaison Officer and the Progress Leaders putting supportive measures in place to ensure a preventative approach is prioritised alongside the traditional fixed penalty notices and court proceedings. This has also included streamlined systems in the pupil focus meetings, communication in terms of phone calls, letters and text messages to ensure parents are kept informed with the attendance, alongside a revised tracking and monitoring page in the planners for both pupils and parents.
- Pupils who historically have had poor attendance have been supported through an attendance intervention group in morning registration. This has included providing opportunities to discuss pupil's views on the importance of attending school every day, punctuality, academic success and attendance, truancy, emotions, forming of good and bad habits and making the right choices in order for success. This has been communicated to parents via letter and text message and initial quality assurance shows that of the 14 pupils targeted who were all classed as persistently absent last year, 8 of these pupils have improved considerably and their attendance is now above 90%.
- First day provision systems continue to be refined, including using the school minibus to challenge absences and collecting pupils by the school's Behaviour Officer. On many

occasions, pupils have been brought in to school who historically would have taken a day off for waking up late, slight headaches to name a few reasons provided for absence.

- Research has been undertaken by a Senior Middle Leader to determine the most effective strategies for pupils to catch up on work missed for short term absences so that this doesn't hinder their progress in subjects that they are studying. All subject areas have devised a statement of intent and an attendance strategy implementation policy specific to their subject areas. This outlines subject specific departmental actions for those pupils missing one or more lessons. For example, in science 3 challenge questions, PIXL PowerPoints and lessons emailed where necessary. The implementation of these strategies will be monitored over the spring term for compliance but also ensuring that the strategies suggested are having the desired impact through work scrutiny, pupil voice and staff voice in terms of staff workload. Alongside this, the quality of work done whilst in isolation, has also been a whole school priority and steps are being taken to ensure that the work set is sufficiently challenging and minimises the impact on learning missed; this will continue to be reviewed and refined over the term but initial quality assurance of work produced shows that it is of much higher quality.

Areas for development:

- Research shows that 'people with low levels of literacy are more likely to live in deprived communities, be financially worse off, and have poorer health – all of which are precursors for a shorter life span (National Literacy Trust 2018). In order to ensure the pupils at Westborough are word rich, we need to continue with the most effective strategies: focussing on academic language (tier 2) and subject specific language (tier 3); developing the structure and accuracy of written responses; and continuing to develop comprehension strategies which encourages pupils to think about their own learning with the ability to decode text using their existing subject knowledge. Also we need to ensure that strategies such as Accelerated Reader, ARROW, Bedrock and other initiatives continue to be evaluated including the reciprocal reading in form time, refining them if they are not having the desired impact.
- Extensive research from various sources shows that developing the resilience of pupils, including creating a classroom culture where pupils feel confident to say they found a task difficult at first and are not afraid to get things wrong, results in better outcomes. With this in mind, it is important that the pastoral team focuses on the repeat offenders in terms of the misbehaviour statistics of moved room and isolation, with a particular focus on developing the agency and efficacy of pupils so that they feel as they are in control of their futures along with continually developing their ability to complete tasks in lessons and generally around school successfully.
- Strengthen the consistency of quality first teaching, particularly in mathematics, humanities and the languages subjects through external subject specific support and internal support by experienced middle and senior leaders. The focus being developing the oracy, subject specific vocabulary and in mathematics the reasoning skills so that pupils are able to use this in problem solving context.
- Continue to track and monitor the attendance of disadvantaged pupils in terms of overall absence and those at risk of being classed as persistently absent. Strategically using the schools Year Leaders, Progress Leaders, Attendance Officer, alongside the local authority Attendance and Pupil Referral Officer and the School Nurse.