



## **Pupil Premium Report to Parents and Governors 2019-20**

Over the course of the academic year 2019-20 the pupil premium has been used to:

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

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

By the end of the academic year 2019/20, a total of 461 pupils at Westborough High School were eligible for support through the Pupil Premium. The Pupil Premium allocation for 2019/20 was £420, 557.

It is important to note that due to the Coronavirus pandemic the progress of all the intended strategies may not have had the desired impact as these weren't fully deployed as they were first intended, in October 2019. As a result of the school closure in March 2020, the disadvantaged priorities were adapted, and some strategies were put on hold so that the potential disproportionate effect of school closures on disadvantaged pupils could be minimised. The school currently continues to rapidly review the effects of the school closure, alongside the impact of the strategies outlined last year. This will be reported in complete along with the revised Pupil Premium Strategy statement for 2020-21 in the October term. Initial reviews indicate that the vast majority of the strategies from last year will be carried forward as sufficient time needs to be allocated to be able to measure the impact. However, as the strategies are being reviewed any necessary amendments will be made so that they have the desired effect, taking into account the guidelines issued by the government for full school reopening.

An initial review has currently been carried out, with the following strategies prioritised in order to maximise the progress of disadvantaged pupils.

- GCSE results show that disadvantaged pupils' attainment during last academic year increased. As an indication this can be seen in the increase in the percentage of pupils achieving the basics measure, both in terms of the strong and standard pass. 30% of disadvantaged pupils achieved the basics measure in terms of the strong pass (grade 5 and above) and 53% achieved the standard pass (grade 4 and above) in both English and mathematics. This is an increase of 16% in terms of the both the standard and strong pass when compared to leavers 2018-19.
- High quality first teaching remains a school priority and the main driver in order to decrease the gap between disadvantaged pupils and their non-disadvantaged peers. Specialist targeted support in English, mathematics, history, MFL and science continue to prioritise disadvantaged pupils providing expert teaching through the strategic deployment of highly skilled Lead Practitioners.
- Priority pupils at risk of not fulfilling their potential have been identified, initially year 11 pupils. This cohort of pupils will be supported by the recently appointed Strategic Lead for

Pupil Premium in the form of an academic mentoring programme. The focus will be to build strong relationships with pupils but also provide bespoke support to parents deploying appropriate strategies dependent on the needs of the pupils.

- The school has also signed up to the government's academic mentoring initiative which aims to support disadvantaged pupils who have fallen behind due to the effects of the school closures. The school have liaised with Teach First who have been commissioned with recruitment on behalf of schools. Academic mentors in English and mathematics have been requested due to the low prior attainment when compared to national figures on entry to secondary school. It is hoped that deployment will start from October half term onwards at the earliest, however this could be possibly delayed due to recruitment.
- Catch up for Year 11 pupils remain the priority in terms of ensuring that gaps in knowledge are addressed swiftly so that they are prepared for exams in June 2021. The school has contacted the online tutoring platform MyTutor which has been used previously. At the moment approximately 100 hours have been banked from last year and further lessons will be booked as part of the government's national tutoring programme. Further details of the national tutoring programme are due to be released over the coming weeks; once this has been outlined appropriate packages will be selected. In the meantime, data is being analysed in order to ascertain the additional support the disadvantaged pupils will need. This is being complemented by in-school strategies such as the compulsory period 6 in the core subjects for all pupils, specifically the disadvantaged cohort.
- Specific reading interventions, including the Accelerated Reader programme for year 7 and 8 pupils and Bedrock Learning continues to be adapted in light of government guidance. These literacy programmes form the core strategies to improve the low literacy starting points of pupils, particularly the disadvantaged cohort. These strategies continue to provide value for money, however as with many others, its potential has not been maximised due to the school closure. However, when looking at the disadvantaged pupils who completed at least one lesson topic block of Bedrock Learning, they made an average increase of 32% in their vocabulary. Of the pupils completing one lesson block this equates to approximately 25% of all the disadvantaged pupils in years 7 to 10. Increasing the number of pupils accessing Bedrock Learning and regularly completing activities remains a priority and the initial data from last year provides a starting point in the drive to enrich the vocabulary of all the disadvantaged pupils.
- In terms of changes to the Accelerated Reader programme, the English department are now leading on the delivery of these lessons with the aim of providing a consistent approach to develop and deliver reading strategies at key stage 3. Currently due to the closure of the school library to reduce the risk of cross bubble contamination, the Accelerated Reader lessons are taking an adapted form in the short term. Half of the lesson, 30 minutes, is being dedicated to challenging class reading, with a further 30 minutes to the specific grammar needs of the class as a whole. It is intended that this will support the pupils reading and writing so that all pupils have a sound basic understanding of grammar before they enter key stage 4.
- In terms of additional literacy-based activities, the New Group Reading Test (NGRT) reading tests and ARROW programme are currently being reviewed by the Literacy Champion. She is working closely with the SENCO in order to provide additional intensive support for those pupils who are significantly behind their chronological reading age. The logistics of this has always been challenging as pupils historically have had to be strategically taken out of certain lessons, but now the addition of avoiding the mixing of bubbles presents an additional barrier. It is hoped that current data is analysed so that specific year groups can be prioritised each half term thus minimise the mixing of bubbles.
- Additionally, the word rich culture remains a whole school priority, with departmental leaders revisiting long term and medium-term plans ensuring tier 2 and 3 words are embedded into their subject specific curriculum plans. This will continue to be refined throughout the academic year, and if required, targeted support from the Literacy Champion

will be provided. The Literacy Champion is also working with the Local Authority and participating in a project to develop pupil oracy in collaboration with the national oracy charity Voice 21. Complementing the literacy focus, there is a renewed emphasis on numeracy. The numeracy strategy is currently being reviewed, preempting the likely widening of the gap in numeracy levels due to the lockdown. This will be reported on over the coming weeks with the intention of literacy and numeracy communication forming part of the school's message to parents, as it did during the school closure.

- Attitudes to learning and providing additional pastoral support continues to remain a priority, specifically for the most vulnerable pupils. Evidence suggests that our disadvantaged pupils benefit considerably from the range of pastoral support on offer, specifically a small proportion of Succeed pupils who have many external barriers to learning. This cohort has been specifically supported through a structured and nurtured environment in the Succeed centre. As a whole, the vast majority of disadvantaged pupils have settled back in well and embraced the zonal form of teaching; this continues to be monitored as part of the school's existing quality assurance processes. Pupils requiring additional support will be identified using the Class Charts behaviour tool and if required bespoke strategies will be deployed through the existing pastoral structure of Progress Leaders and Year Leaders in the first instance.
- The school's widening participation curriculum continues to be reviewed but visits have been put on hold to reduce the spread for infection, however as part of our PSHE curriculum review, it is hoped that some of these cultural capital experiences can be fed in via another form. Currently the priority remains to support pupil's mental health, along with ensuring key messages on health and hygiene are being communicated regularly both to pupils and parents.
- Appropriate professional development for staff on the most effective strategies to provide high quality teaching experiences continues to be provided. Recent focus has been to adapt teaching practices in line with the safety guidance issued by the government whilst maximizing the learning of pupils. This has also included the use of the visualiser and ready to learn initiatives such as equipment packs, aiming to minimise the sharing of equipment but also reduce any low-level disruption at the start of lessons. Alongside this, a significant amount of time has been dedicated to remote learning ensuring pupils are able to access work when they are having to self-isolate.
- Making remote learning accessible to all pupils, particularly the disadvantaged pupils continues to take up a significant portion of CPD time. Enhancing the teaching skills is a focus alongside ensuring the school's network and hardware are able to cope with the change in teaching approaches. All staff and pupils have been trained to use the Microsoft Teams platform in order to set work when pupils are having to self-isolate. More recently some action research has been carried out as part of the remote learning contingency plan, where teaching has occurred remotely when staff have had to self-isolate in line with current government guidance. This has allowed the school to identify and trouble shoot any issues including future proofing the existing IT infrastructure. Currently the year 11 zone is being prioritised for live teaching and for other year groups, videos, pre-recorded lessons and a blended approach to remote learning is being developed specific to the needs of the pupils and community. Teaching and learning guidance and relevant research is being provided from the senior leadership team, however it is being primarily led by departmental and subject leads based on the needs and requirements of their specific subjects. As with any new strategy this is continually being reviewed, including seeking advice from the schools EdTech Demonstrator school, staff, pupils, parents and up to date research so that the most effective practise can be deployed in this area.
- The school is very aware of the limitations of remote learning, particularly for some pupils who may face barriers in terms of access to digital devices including internet access. To minimise the effects of this, the school has successfully delivered laptops and internet access to all eligible year 11 disadvantaged pupils, which was part of summer terms digital

devices initiative. The government reviewed this initiative over the summer holidays and currently pastoral leaders are able to notify the local authority when pupils in other year groups need additional support with digital devices, subject to certain criteria being met. However, if they qualify, and individual pupils are having to isolate for 14 days, they are being provided with loan devices which will be returned to school. This is alongside the Progress Leaders liaising with the IT department to provide some loan devices from the school's limited stock. The government's guidance with respect to this initiative has been recently updated and we are liaising with the local authority for allocation of devices in advance. Also, the school has requested additional information from the Department for Education's initiative where they have teamed up with BT to give children and young people free access to BT WIFI hotspots; it is hoped this will be shared with pupils and parents in due course.

- The pastoral leaders are also providing a valuable service to disadvantaged families when pupils are having to self-isolate referring them to local authority for support with food. Where families are struggling and cannot leave their homes due to self-isolation food parcels can be provided, thus minimising the impact of vulnerable pupils missing out on their free school meals allocation as well and helping with reinforcing the public health messages.
- Attendance is proving to be challenging due to the pandemic and there is anxiety for some pupils and parents who have been shielding. These pupils and families are being supported with the attendance team referring individual pupils to the first aid staff who complete medical plans. Reassuring pupils and parents is the priority ensuring we continue to build strong relationships with parents through a staged approach, however after exhausting all these avenues the school will ensure attendance protocols are followed to minimise unauthorized absences. Managing this, alongside the spike in infection rates in the authority has resulted in a significant number of pupils having to self-isolate and understandably this is stretching the school's resources. However, processes have been adapted swiftly so that those pupils who have poor attendance, not due to the pandemic do not get overlooked. This continues to be refined so that resources such as the School Nurse and Local Authority Pupil Support Officer are deployed effectively.