Westborough High School Pupil Premium Strategy Statement 2020-2021

Summary information					
School	Westborough High School				
Academic year	2020 - 2021	Total PP budget	£420,557 (as per last year)	Date of most recent PP review	October 2020
Total number of pupils	924	Number of pupils eligible for PP	455	Date for next internal review of this strategy	Jan-Feb 2021

Current attainment	2017		2018		2019		2020	
	Disadvantaged	Non	Disadvantaged	Non	Disadvantaged	Non	Disadvantaged	Non
Average Core KS2 APS per student	25.92	26.82	25.74	26.16	26.10	27.06	26.76	27.54
Basics 9-4								
% achieving English and mathematics	43%	46%	45%	53%	38%	53%	53%	62%
% achieving 9-4 in English and mathematics	E:61% M:46%	E:71% M:49%	E: 67% M: 47%	E:70% M:59%	E:57% M:44%	E:69% M:58%	E:65% M:59%	E:73% M:66%
Basics 9-5								
% achieving English and mathematics	21 %	21%	28%	25%	14%	32%	30%	47%
% achieving grades 9-5 in English and mathematics	E:38% M:28%	E:43% M:29%	E:54% M:30%	E:47% M:32%	E:36% M:16%	E:51% M:37%	E:49% M:34%	E:56% M: 50%
Progress and Attainment								
Progress 8 score average	+0.13	+0.16	+0.16	+0.32	-0.15 (-0.45 like for like)	0.347 (sisra)	NA	NA
Attainment 8 score average	37.95	41.95	39.96	42.42	37.03	43.78	43.50	50.33

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 disadvantaged boys 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 AW)**	o Work scrutiny will show extended writing that is well structured, 'word rich' and accurate in line with age related expectations o Reading ages will be in line with non-disadvantaged peers and will be in line or above chronological age o 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 SA)**	o 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 o Work scrutiny shows pupil premium pupils have high levels of challenge in their learning which demonstrates good or better progress o 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)**	o Pupils are confident, independent learners, with positive attitudes to learning as evidenced in quality assurance (pupil & staff voice and work scrutiny) o Increased participation in extra-curricular activities o 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 OS)**	o Attendance is above 95% for disadvantaged pupils o Persistent absence (10%) is in line with non-disadvantaged peers at 14%

Planned expenditure					
Academic year	2021 - 2021				
Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
A High levels of progress in literacy for pupils eligible for pupil premium	Accelerated Reader and Bedrock Learning used in KS3 classes effectively. Develop questioning techniques to follow up text reviews and increase pupils' vocabulary range (adapting to the Covid-19 restrictions)	Accelerated Reader has been shown to have impact both from national data and our in school data	Time for quality assurance and bespoke CPD to staff to ensure consistency of delivery. Lessons allocated to the library. Increase the number of books that can be selected by the pupils which will be tracked and monitored through the school's quality assurance processes.	AW/VA	December 2020
A High levels of progress in literacy for pupils eligible for pupil premium **B** Improved rates of progress at KS4, particularly for pupils from the middle band of prior attainment in mathematics, humanities, MFL and for disadvantaged boys.	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)	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	Time in whole school CPD sessions Use of IRIS/Microsoft Teams to create DVD clips of the strategies being used by teachers. Department collaboration time to create bespoke subject specific resources including offering bespoke CPD to staff. Quality assurance time.	AW/LME	January 2021
	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	Time in whole school CPD sessions Use of IRIS/Microsoft Teams to create DVD clips of the strategies being used by teachers, where possible use of Microsoft Teams to create videos.	AW/LP	February 2021

		learning more explicitly – high impact (EEF)	Department collaboration time to create bespoke subject specific resources.		
A High levels of progress in literacy for pupils eligible for pupil premium	Targeted additional support for pupils who are underperforming, including: - Arrow reading intervention; corrective reading; reciprocal reading;	Some of the pupils need targeted literacy support to catch up. The programmes used have been evaluated and shown to be effective	Organise the timetable to ensure pupils with similar needs are withdrawn from alternating non-core time for tailored support from TAs trained in literacy interventions.	AW/CLO/JP	December 2020
	Additional resources to promote literacy, including book boxes and the 'word rich' focus including the use of the 'PIXL Orate' or equivalent programme during form time or intervention sessions, including the use of Bedrock Learning	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	Progress Leaders to support form tutors to implement/QA the book box scheme effectively and follow up activities to build on the 'word rich' focus. The Literacy Champion leading on the word rich focus to work with team leaders to develop a word rich school.	AW/VA	January 2021
A High levels of progress in literacy for pupils eligible for pupil premium	Departments to continue to evaluate their own curriculum models, with a sharp focus on developing the vocabulary of all pupils. This includes tier 2 words but more importantly tier 3, particularly for the disadvantaged pupils who will have lower levels of literacy when compared to non. The significant time off due to school closures will have only increased the literacy gap thus this is key.	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. — *'What is Disciplinary Literacy and Why Does it Matter?' by Timothy and Cynthia Shanahan (2012).*	Time in whole school CPD sessions to look at curriculum models. Department collaboration time to create bespoke subject specific resources including clearly identified vocabulary focus. Where required offering bespoke CPD to staff to ensure this is implemented as it is intended. Quality assurance time.	TL/LME/LP	January 2021
			Total budgeted cost provisional		**£116,000**

Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
B Improved rates of progress at KS4, particularly for pupils from the middle band of prior attainment in mathematics, humanities, MFL and for disadvantaged boys.	Continue to improve the consistency of quality first teaching, including the recommendations from the pupil premium review and the school priorities identified through the school's own quality assurance processes.

Lessons are accessible so that pupils are supported and challenged.

Ensuring that teachers use thinking models so that pupils actively engage with their learning, including what they are reading and use their existing subject knowledge to be able to decode the text and effectively communicate whether it is written or verbal.

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.

Remote learning where pupils are self-isolating and home learning continues to be an | We want to invest some of the PP in longer term change which will help all pupils. 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.)

Recent evidence published in the EEF research shows that it is important to develop the subject knowledge of the teachers but also focussing on teachers' pedagogical content - knowledge of how to teach the particular subject.

Based on the last PP review and research from the EEF the school are currently | CPD sessions which are responsive to need as evidenced by quality assurance, specifically ensure that learning is accessible and challenging for all pupils, particularly with regard to teachers' questioning, direct instruction and use of resources.

Time to develop IRIS/MICROSOFT TEAMS so it is used as examples of good practice that are particularly effective with disadvantaged pupils – focusing on metacognition, self-regulation strategies and staff ensuring that pupils catch up with work missed through effective feedback.

Time to develop departmental strategies so that remote and home | LME/SA/UY

LME/SA/LP

LME/ADQ/IP/KM | December 2020

January 2021

September 2021 |

B Improved rates of progress at KS4, particularly for pupils from the middle band of prior attainment in mathematics, humanities, modern foreign languages and for disadvantaged boys.	area of continued development, specifically at Key Stage 4	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/blended learning approach. The studies carried out by the EEF as part of the teaching and learning toolkit consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. However, there is considerable variation in impact, as sometimes they may be used to replace more traditional methods instead of supplementing them. To ensure this is minimised CPD sessions will be focussed on supporting staff with the most effective strategies.	learning activities minimise pupils falling behind. Support and CPD to share the most effective strategies and due to the significant shift to adapt traditional teaching practices it is important to allow for time and additional resources (CPD library) so that technology use can be maximised to improve the consistency of quality first teaching.		
	Staff use the seating plans effectively so that they focus on PP pupils in each lesson adding reading ages to seating plans, alongside other useful information including behaviour statistics which can be used to inform teaching strategies.	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	Progress Leaders and pastoral staff to support staff so that a positive climate for learning is created ensuring that all lessons are purposeful.	Progress Leaders/LP/ SA/LME	January 2021

B Improved rates of progress at KS4, particularly for pupils from the middle band of prior attainment in mathematics, humanities, MFL and for disadvantaged boys	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. Where there is a concern in all subjects this will be monitored through the PiXL 'Build Me Up' particularly for the forgotten third.	educational goals. There is no ideal classroom layout for all activities.' (Sommer, 1977). It is clear through relevant research that apart from providing powerful knowledge to pupils, the school must develop the resilience so pupils can be successful and be the best versions of themselves as noted in EEF – *Improving behaviour in schools* and 'The GCSE Mindset, 40 activities for transforming student commitment, motivation and productivity'.	CPD and collaborative time. Quality assurance by Progress Leaders. Time to develop most effective strategies including a bank of clips using IRIS/MICROSOFT TEAMS. Quality assurance including the monitoring of the attainment of disadvantaged pupils across school.	LME/LP/TL	Ongoing
	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	Quality assurance of classes. Achievement meetings. LP's to take a lead role in supporting departmental leadership teams. CPD sessions for staff	TL/LP/SLT/ OS	Ongoing

		part of the appraisal process and in turn will ensure both disadvantaged and non-disadvantaged pupils benefit from the best practice shared.		
	Targeted additional support for pupils who are underperforming at KS3 and KS4, notably humanities, mathematics and in modern foreign languages. All pupils will need support to transition back to school and it is important that pupils who require additional support are identified as early as possible to ensure specific additional targeted support can be provided in a timely manner. There are particular challenges for pupils starting a new school even more so after the disruptions caused by Covid-19. The new year 7 will not have had any KS2 assessment so there will be a gap that needs to be filled. This will include the use of additional resources such as intervention sessions, registration intervention, MyTutor (one to one and as part of the government's national tutoring programme), holiday intervention and Saturday school.	We want to provide extra support to ensure high attainment and progress. Small group interventions with highly qualified staff are known to be effective. CAT assessments will also be used to identify areas where year 7 pupils are likely to require additional support, this will then inform future teaching and appropriate support/intervention. This will include morning, and holiday interventions and sessions delivered by external specialists to avoid impact on the rest of the curriculum delivery. Other support may take the form of additional resources such as revision guides, workbooks, reading books and access to digital devices due to an increase in pupils needing to self-isolate as per the government's guidance.	Raising Standards Lead (RSL) will track data to ensure pupils are accurately identified by looking at pupils with low, middle and high attainment and using historical data for intelligent accountability. PP champion to quality assure delivery through work scrutiny, learning walks and pupil voice. Fortnightly meetings between the RSLs and PP champion focused on achievement.	SA/LME/GS/OS/TL	December 2020
			Total budgeted cost provisional		**£116,000**

Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
C Increased self-esteem, resilience and ambition for the future	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. **These activities have currently been paused due to the pandemic**, however, where possible pupils are being enriched through an enhanced PSHE programme. As a significant amount of learning time has possibly been lost, there is an increased risk of disadvantaged pupils becoming classed as NEET once they leave secondary school. Access to specialist careers advice and guidance will be provided. **If possible** participation in local and national competitions. Activities/programmes (Outdoor Adventure Learning) which promote	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 aspirations and self-esteem 89% of all pupils leaving in 2016 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 all pupils leaving went to a sustained education or	By making one person responsible for the enrichment programme it will facilitate tracking to ensure all disadvantaged pupils have exposure to enrichment activities throughout their school career. Analysis of data to identify pupils who are struggling with self-esteem and resilience can be targeted for specific activities including careers advice and guidance Staff who understand the community and can communicate the support needed effectively	ADQ/PL/SR HK/YL/PL	January 2021 January 2021

| C Increased self-esteem, resilience and ambition for the future | resilience such as through the wider curriculum.

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. The EEF research on 'Working with Parents to Support Children's Learning' published in Dec 2018, reviews the best available research to offer. It offers 4 key recommendations and suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.

Targeted support for pupils whose low self-esteem and emotional resilience has significant impact on their academic progress including the use of resources such as PiXL 'Build Me Up' | employment/training destination

Parental support is crucial to support pupils to succeed. We will continue to hold parent events in school where possible, however increased communication will primarily be through the website, text messages and letters. However, in order to target more parents, it will be beneficial to hold events in the community **when possible in the year**, which focus on showing the parents the curriculum pupils are covering and explain how parents can support

Some pupils benefit from counselling and highly skilled mentoring from trained staff and specialists, especially disadvantaged pupils who are also looked after. In terms of the effects due the pandemic, pupils' experiences of the lockdown period will have been very varied. For some, it will mostly have been a safe and enjoyable time. For others, it will have been challenging or traumatic; this includes working with parents and carers. It is evident through the review last year | The school has a social worker who has a high level of expertise, which is utilised to deliver sessions to pupils and to train relevant staff to deliver sessions. The inclusion manager is trained in attachment therapy. Staff work with pupils on CBT. It is important that staff are appropriately skilled and time must be made for CPD, particularly the role of the form tutor and mentoring of the most vulnerable pupils. The LP can ensure all is in place for disadvantaged pupils who are placed in isolation, have FTE or are at risk of permanent exclusion

Ensuring all staff adopt the clear behaviour for learning systems will communicate consistency to disadvantaged pupils who need certainty and consistency in approaches.
Using the school data to identify pupils who are struggling to learn and ensure appropriate strategies are in place e.g. mentoring; restorative practice; work with parents/carers; CBT; activities to improve resilience

Targeted approach, including developing a mentoring programme which starts to analyse pupil needs and develops a pathway for success not only at Westborough but beyond. | LME/HK/ GS/MA/ND/ ST

HK/DW/GS /Succeed staff | Ongoing

Ongoing |

| C Increased self-esteem, resilience and ambition for the future | Targeted support for pupils who struggle to pay attention and therefore cannot access learning, including the recommendations from the pupil premium review in 2021 which continues to remain a priority:

PP students make up a disproportionately high number of those who appear in these recorded misbehaviour statistics. | 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.

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. Also 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.

Various research shows that creating a sufficiently disciplined environment in school and classroom is a prerequisite to any learning taking place. Creating a | | OS/PL/ADQ/HK | January 2021 |

		supportive environment with clear boundaries is particularly important. This means that, while supportive and caring, schools, for example, should also be disciplined, orderly environments with clear, though not stifling, rules and procedures (Muijs & Reynolds, 2017). Ultimately the key to promoting positive self-belief is to ensure that pupils experience successful learning in school. Education inspection framework January 2019.			
			Total budgeted cost provisional		**£160,663**

Attendance

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
D Increased attendance rates for pupils eligible for pupil premium	Dedicated support staff and year leaders/progress leaders focus on monitoring pupils and following up quickly on truancies.

First day response provision including tracking and monitoring pupils who are absent due to having to self-isolate. | 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. However due to the pandemic there will be extensive periods of time where the pupils will need to self-isolate due to Covid-19.

This will allow to raise the profile of ensuring that they see the value of attending school regularly. Research shows that attendance is key to attainment and for pupils to acquire knowledge there must be strong foundations. | Refine clear systems to address attendance through the pastoral team – year leads, pastoral middle leaders, attendance officer and behaviour and attendance support workers.

Briefings about any existing attendance issues through quality assurance by year leads.
Increase in celebrating the success of improved attendance in collaboration with existing school partners such as Huddersfield Town Football Club.
Same day calls which are based on conversations linked to learning.
Letters about attendance.
Meetings with disadvantaged parents/carers to discuss attendance and explore barriers and solutions.
Increased communication to ensure that parents realise the **impact of absence on learning** through the APSO, school nurse and RSL leads. This will include appropriate training of all staff to use data tracking systems e.g. SISRA

Personalised support for pupils at risk of PA eligible for PP funding.
Fortnightly meetings with PP champion about attendance and progress.
LA officers to focus on hard to reach pupils. | IP/OS

PL/YL

AC/PL/YL | December 2021 |

		School nurse to focus on those pupils with high absence rates with illness to ensure parents/pupils are supported to minimise extended periods of absence.	OS/PL/AC
			SA/LM/OS
LA attendance officer, family liaison officer to work with hard to reach pupils, including in a supportive capacity being particularly sensitive to the ever changing circumstances of pupils and families in light of the effects of Covid-19. Where it is deemed necessary the school nurse to support in managing extended periods of absence due to illness.	Increased absence leads to more gaps in learning and the gaps become cumulative and exponential as the pupils proceed through secondary school. New knowledge is being built on increasingly fragile and disconnected prior learning; too much of it falls through gaps in prior knowledge.	Work on Microsoft Teams to continue to be a priority for all departments where TL's nominate a departmental champion to ensure all relevant pathways are in place.	
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.			GS/ND
		Total budgeted cost provisional	**£95,000**