

The school has drawn up a strategy for the deployment of the Pupil Premium funding in 2020-21; 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 in to consideration both the school's internal review processes including all stakeholders, alongside external reviews which have been used to obtain different perspectives. It is important to note that some of the strategies intended may not have the desired impact due to school closures as a result of the national lockdown in January 2021.

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

- Accelerated Reader is a reading management and monitoring programme aiming to foster independent reading, this continued to be paused during the spring term due to limiting the movement of pupils around school. EEF research shows that this strategy can add 3 months' progress in reading when offered to Year 7 pupils and for the disadvantaged cohort, this increases to 5 months' progress. It is intended that when possible we will continue to redeploy this strategy and renew for a year in the first instance. An alternative reading platform, Lexia will be trialled with a pilot group and based on the impact a decision made in 2022 in terms of the best platform to use. However, in the interim there has been a renewed emphasis to promote Bedrock Learning in order to continue to raise the profile of the power of language. Recent data shows that where disadvantaged pupils are participating, they are on average improving their vocabulary by 38%, this is 5% higher than the progress made by non-disadvantaged pupils. It is intended that this in turn will help with the fluency of reading but also develop pupils' comprehension skills.
- Research shows that in order to increase academic attainment, vocabulary development must be at the forefront of any literacy strategy and as Biemiller (2003: 324) aptly puts it, "If we are serious about increasing standards and bringing a greater proportion of school children to high levels of academic accomplishments, we cannot leave vocabulary development to parents, chance and highly motivated reading", therefore it is intended that the Bedrock strategy along with developing subject specific vocabulary will be continued in to the new year to promote the value of rich vocabulary whilst proving to be value for money.
- Voice 21 is a national charity that exists to enable teachers and schools to provide a high quality oracy education so that all young people can find their voice for success in school and life outside of the school setting. Analysis of the Voice 21 benchmark report has highlighted that both pupils and staff value the importance of oracy within the classroom to promote progress. It is important that this continues to remain high profile and is incorporated in to the power of language strategy. It is intended that the whole school literacy lead will continue to promote the 'Talk on Tuesdays' initiative with the English department. The impact of this will be measured before tweaking and deciding whether it should be deployed to other curriculum areas. It is also hoped that the additional leadership capacity within the English department will also help embed oracy strategies in to the PHSE curriculum, in preparation for next academic year.
- Increasing reading for pleasure continues to be a priority and is ever more important now for the disadvantaged pupils. Access to resources should be an entitlement for every child irrespective of socio-economic backgrounds. Unfortunately, due to the government restrictions and need for larger classroom spaces, pupil access to the school library has been limited. It is clear through a range of studies that have been carried out, there is much to be gained by increasing pupils reading for pleasure not only in terms of reading assessments but also overall educational success as cited in an [OECD report](#), '*Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status.*' In order to fill this gap, the school's librarian has been researching innovative approaches to provide access for pupils, and as a result we have invested in a range of 50 e-books which are

now available to Year 7 in the first instance to borrow within the virtual library. This was launched upon the return of pupils to school and the impact of this will continue to be monitored over the course of this term. Dependent on the uptake a decision will be made in terms of widening this to other year groups, possibly next academic year.

- Due to the restrictions and need to minimise movement of different year groups, World Book Day took place remotely this year, just prior to pupils returning to school in March. Planned activities were delivered by the English department during lesson time dedicated to reading for pleasure, following the Drop Everything and Read strategy. In addition to the above sessions, all Year 7 pupils also received a free book; before choosing their free book they were provided with an opportunity to read the blurbs of four books and choose the one they wanted to read.

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

- In terms of achievement of disadvantaged pupils, the priority has been to ensure Year 11 pupils are supported with internal assessments. As these assessments will inform the teacher assessed grades, a collaborative approach has been undertaken with the assistant headteacher responsible for achievement and progress in order to ensure that disadvantaged pupils are supported, appropriate guidance is being provided, assessments are spaced apart and all assessments are carried out in line with JCQ guidance. This includes the robustness of assessments, special consideration and where there has been extensive absence due to genuine illness appropriate adjustments are made in line with the guidance. It is important to highlight that this cannot be applied due to lost teaching and learning, therefore will only apply to a small cohort of pupils. For these rare cases, a flexible approach in terms of choosing which assessments are used to determine the grades will be adopted. Any pupils at risk of under achievement including those with additional needs have been identified and collaborative work between achievement leaders, will ensure that appropriate support is given to pupils, particularly the disadvantaged so that they are not adversely affected by teacher assessed grades.
- As part of the governments national catch up strategy a total of 60 pupils (30 Year 11 and 30 Year 10) have been chosen to take part in the National Tutoring programme with MyTutor. This commenced on 16 March 2021, 39 of the 60 pupils selected are classed as disadvantaged. As part of this programme, tuition is online (3 students to 1 tutor) and each pupil will receive a total of 15 lessons. Unfortunately, there have been some amendments to the initial cohort chosen as a number of pupils did not return to school when it reopened due to them being abroad on unauthorised leave of absence. Attendance for the 3-to-1 programme currently stands at 86%, largely due to the dedicated work of the pupil premium strategic lead who is working collaboratively with English and maths teachers to ensure that pupils are reminded of the importance of attending lessons and maximising the additional sessions. This most definitely is proving to be value for money and it is intended that this strategy will be carried forward in to next academic year.
- The school has also been selected to be part of an exciting project researching the impact of additional catch-up tuition, providing the school with early access to findings on the most effective strategies in terms of additional tutoring. This has been commissioned as an independent evaluation of the Tuition Partner Programme, led by the National Foundation for Educational Research (NFER) along with Kantar and the University of Westminster. The evaluation aims to quantify the overall impact of the Tuition Partner Programme on pupil attainment, and will look at how this varies by different types of tutoring, pupil, and school characteristics. The evaluation will also explore the experiences of schools, tutors and pupils in order to improve the delivery of similar programmes in the future. The evidence generated will

be used to help Tuition Partners and tutors design and deliver high-quality education, and help schools to better target and engage the pupils who would benefit from tutoring. As part of this process assessment data will be shared with the NFER of all pupils in Year 11 and 10 including details of those pupils who are taking part in the catch-up tutoring programme or are part of the academic mentoring initiative. NFER will use Year 11 teacher assessed grades and for Year 10 pupils a literacy and numeracy assessment will be carried out towards the end of the summer term. Parents have been notified of this research project and if they chose to opt out their details have been removed from the study.

- Also, as part of the government's initiative to minimise the disadvantage gap as a result of the school closures, Westborough was allocated an academic mentor who can provide intensive support to pupils in English. In conjunction with the pupil premium strategic lead and the team leader for English a bespoke timetable has been drawn up so that subject specific support can be provided either on a one-to-one or small-group basis. Unfortunately, due to the nature of mass testing, the mentor initially supported pupils in terms of testing and helping them reintegrate back in school, therefore the initial qualitative impact of their work will be monitored next half term. The academic mentor has also supported with making calls home to ensure parents are supported in ensuring their child maximises the opportunity of additional tuition for those pupils participating in the MyTutor programme.
- Whole school CPD sessions have continued this academic year which have had to be responsive due to the ever-changing circumstances as a result of pupils self-isolating. Some sessions that have been covered in order to improve quality first teaching and use of assessments are:
 - a) Department time to analyse the impact of diagnostic assessment strategies to identify gaps in knowledge so that high quality responsive feedback can be given, specifically where pupils have had extensive absence.
 - b) Improving the use of summative assessment using an evidenced based approach so that decisions on the design and use of summative assessments culminate in reliable judgements about a pupil's progress and will continue this half term, not only in terms of supporting teachers with teacher assessed grades, but also throughout KS3 and KS4 to ensure that the most effective strategies are deployed and embedded over the coming term.

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

- Parental engagement is consistently associated with pupils' success at school; forging positive relationships and better equipping families on how to support their children is an essential component in making pupils feel supported throughout their time at school, and is associated with pupil outcomes. In order to promote the importance of being literate and numerate, the literacy and numeracy leads worked collaboratively and shared useful tips and fun activities that families can try through a newsletter in order to develop these vital skills. The impact of this will be measured at timely intervals and it is intended that this will be an avenue of communication to reinforce existing school strategies such as Bedrock Learning, but also continue to provide suggestions on how best families can support their child, including promoting any local extra-curricular events.
- In terms of developing low aspirations and building self-esteem, one aspect of this involves ensuring that pupils have the necessary tools at home to study. The school has worked with both the local authority and businesses to support pupils with digital resources. As part of these efforts the school was selected by Dewsbury Asda to receive an additional 10 laptops. Last half term we received 5 packs which included a Dell laptop, charger, D-link router with 3 months of data, headphones, Dell padded rucksack and an Asda jute bag. The school has thanked Asda and Dell for choosing our school as the devices will go a long way in helping break down the digital divide between the disadvantaged and non-disadvantaged. Over the course of this half-term pupils will be selected based on need so that they can help with remote education or assist pupils catch up with missed learning. Additionally, the local authority has also nominated

the school to receive an additional 5 laptops which again will greatly help our most vulnerable pupils but the school is yet to receive these devices. As a result, alongside the Department for Education laptop allocations, disadvantaged pupils who were self-isolating, taking part in catch up programmes such as MyTutor or were in Year 11 have been loaned a school laptop to support them with their studies.

- As part of the local authority's commitment to help families struggling financially, eligible families were provided with £15 of vouchers per child, each week over the Easter break. As per the previous half term, Asda vouchers were purchased by the school which will be reclaimed from the local authority. Where pupils are self-isolating the school is working with the local authority to ensure they receive their free school meal allocation, however these numbers are reducing now that the rate of infection in the school community is declining.
- Developing and implementing strategies which minimise disruption to learning, specifically for the disadvantaged pupils in terms of misbehaviour statistics, is ever more important so that no additional learning is missed. In terms of misbehaviour statistics for the autumn term, disadvantaged pupils disproportionately represented the number of pupils who had to be removed due to significant disruption. Based on the autumn term data 69% of disadvantaged pupils have been removed from a lesson compared to 31% for non-disadvantaged.
- In terms of the lower level disruption which results in the C3 sanction, a 30-minute detention after school, 64% of disadvantaged pupils account for this sanction and is similar to historic data. When considering this against the backdrop of pupils who are classed as disadvantaged this currently stands at 47% for all pupils. Thus the aim would be to bring both these behaviour statistics in line with this figure. Although, it is important to note that this is the ideal and many of our disadvantaged pupils have many barriers to learning, however repeat offenders are being targeted and prioritised. Data for the spring term has not been used due to the vast majority of learning occurring remotely during that term.
- Working closely with the deputy headteacher responsible for attitudes to learning, continual evaluation of the strategies being implemented are ongoing so that the impact of these strategies can be measured and, if required, refined. The role of the behaviour for learning (BFL) lead and behaviour manager in terms of specific therapeutic support provided to targeted pupils has been discussed adapting approaches in response to pupils having extensive time away from school. It is hoped that these revised strategies will be deployed alongside year leaders continuing 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 regulate their behaviour; on many occasions this fills the parenting gap for some of the disadvantaged cohort. Perhaps considering a collaborative approach using the academic mentoring model would be beneficial, particularly in terms of C3 and moved room.

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

- The overall absence for disadvantaged pupils currently stands at 13.6% up to Easter (2 terms) compared to 8.1% up to week commencing 16 March 2021 last year (prior to the national lockdown.)
- In terms of those pupils classed as being persistently absent, this has increased to 28.3% compared to 25.7% up to week commencing 16 March 2021 last year (prior to the national lockdown.) It is important to note that the figure for 2019-20 was significantly higher than 15.5% of 2017-18. This is because the first national lockdown resulted in pupils not needing to attend school and therefore the number of possible sessions were significantly lower compared to the total sessions had pupils completed the academic year. The figure is still lower than the last published national statistic (2 term data) for FSM pupils classed as persistent absence 2018-19 which was 26.4%. The increase in persistent absence this academic year is understandable due to pupils having to self-isolate, an increase in illness and from a statistical point of view, the number of possible sessions decreasing due to the 'X' code meaning that each absence

had a greater effect on the attendance percentage. This increasing trend can also be seen in the non-disadvantaged cohort whose overall absence has increased from 3.8% to 7.5% and the PA from 3% to 6.2%.

- Attendance meetings including year leaders, progress leaders, attendance officer and a member of the senior leadership team have resumed, where those with genuine absence are supported and where there is significant unauthorised absence, this is being challenged in order to reduce missed learning.
- To promote good attendance, regular parent communication has also resumed and in the first instance parents are being informed via text message with future attendance updates including attendance percentage to be updated via the Classcharts application. If required, virtual meetings using the SchoolCloud software will be used to schedule these to discuss attendance concerns and implement parent contracts.
- The school has chosen not to review the Attendance and Pupil Support Officer (APSO) service level agreement and decided that it will be better value for money to add capacity to our own attendance team. Alongside this the current attendance protocols are being reviewed to reflect this change, however any prosecutions will still be conducted by the local authority as part of their statutory duties. The preparation of any legal action though will now be the responsibility of the school.

Areas for development

- Continue to use evidence-based literacy approaches to focus on the importance of the power of language. It is important that existing strategies continue to be reviewed in light of the pandemic, so that the strategies which have the greatest impact are offered to those in need, with a sharp focus on disadvantaged pupils.
- High quality teaching is the single most important lever which will improve outcomes of disadvantaged pupils. As a result of a significant amount of learning possibly missed by some pupils, the strategic use of assessment must continue to identify and address gaps in knowledge. Where required then to continue to deploy additional targeted support to those pupils who have fallen behind as parts of the school's recovery plan post Covid.
- It is important that there is a renewed focus on the repeat offenders in terms of the misbehaviour statistics in terms of moved room and C3 detentions so that pupils do not continue to miss valuable learning time. Where this is unavoidable, develop a system where pupils can join lessons remotely via Microsoft Teams, building on the skills acquired when teaching during the national lockdown.
- Support disadvantaged pupils and families to ensure attendance to school is prioritised for all pupils but with an emphasis on where pupils have high levels of unauthorised absence. This will include a revised attendance process in light of the changes a foot in staffing.