



Pupil Premium Report to Parents and Governors 2020-21

Over the course of the academic year 2020-21 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 the opportunities provided by the school
- use relevant research and adopt teaching practices to ensure that any disruption of education due to the Covid-19 pandemic reduces the loss of learning, in turn any educational inequality

The school has continued to ensure 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 2020/21, a total of **447** pupils at Westborough High School (953 on roll) were eligible for support through the Pupil Premium. The Pupil Premium allocation for 2020/21 was **£417,146**

It is important to note that unfortunately the academic year 2020-21 continued to provide additional challenges due to the Coronavirus pandemic, specifically the Delta variant being prevalent within the local authority and the school community. This led to the school adapting and reallocating resources throughout the year to minimise the gap between the disadvantaged and their non-disadvantaged peers. This was not only in terms of academic provision but also a sharp focus on supporting the mental health of pupils including providing resources such as laptops and internet access. Due to these challenges and the changing educational landscape some of the intended strategies may not have had the desired impact as they could not be fully deployed as they were first intended at the beginning of the year.

Additionally, priorities had to be further adapted due to the national lockdown in January 2021 when learning was being accessed remotely via Microsoft Teams. The school has and is continuing to rapidly review the effects of the school closure, alongside assessing the impact of strategies deployed for each identified barrier, this will be reflected in the 3-year Pupil Premium Strategy of 2021-22.

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. £63,482

- Considering the significant amount of learning lost, reading tests were completed for all pupils

in order to obtain accurate data. It is intended that this will then inform appropriate reading interventions to ascertain the impact of missed learning. A research study carried out by Education Policy Institute and Renaissance Learning found that in terms of reading losses, this was 1.9 months for secondary disadvantaged pupils and in the summer term 2021 this rose to 2.4 months.

Year Group	Number of students who sat the test	Average Reading Age	Average gap in Reading Age and Chronological Age	Average gap in Reading Age and Chronological Age PP
10	165	13 years 7 months	-1 year 5 months	-1 year 3 months
9	154	12 years 5 months	-1 year 9 months	-2 year 3 months
8	192	12 years 5 months	-8months	-1 year 6 months
7	172	10 years 6 months	-1 year 7 months	-1 year 9 months

- In terms of the school's own analysis of reading tests, the gap between the disadvantaged and non has widened between 4-6 months. However, it is important to note that the average reading ages of all pupils is below their chronological reading age. Regular testing continues to provide value for money, as utilising the Pupil Premium funding allows the school to measure the impact of specific literacy strategies and target resources based on need. Therefore, it is important that as part of the reading strategy disadvantaged pupils continue to be tracked and appropriate intervention strategies deployed, whether that is intensive support through using ARROW or teachers listening to pupils read in order to develop fluency.
- A research project commissioned by the government titled '[Pupils' progress in the 2020 to 2021 academic year](#)' has suggested that much of the work in reducing the attainment gap between disadvantaged and non has been eroded away in terms of literacy levels and attainment. The missed learning and findings from this research prompted a review of all the school's literacy strategies. As a result, a new reading to learn strategy has been drafted taking in to account the impact of the pandemic.
- One of the strategies reviewed was the Accelerated Reader programme. Due to the government guidance to reduce the spread of infection the delivery of Accelerated Reader had to be adapted. They took the form of class reciprocal reading sessions delivered by specialist English teachers, consisting of 30 minutes of structured comprehension, focussing on reading skills followed by 30 minutes of grammar focused skills. As a result of this adaptation and action research, it was decided that Accelerated Reader will not be renewed as it was not meeting the needs of the pupils specifically in terms of developing automaticity and fluency of reading. The school's quality assurance system identified that in order to improve fluency and automaticity there needs to be a focus on ensuring pupils have developed appropriate phonics. As part of the review process alternative software programmes were trailed. After a trial testing Lexia, an investment has been made where it will become the main form of literacy intervention for year 7 and 8 pupils. Trial results showed that it provided a systematic and structured approach to the five areas of reading, covering early phonological to advanced comprehension skills. The impact of this strategy will be reported over the next academic year, although implementation

may need to be reviewed regularly in order to maximise its impact, where possible factoring in any possible disruption.

- The use of ARROW reading strategy was limited last year due to the pupils being in year group bubbles and zones, coupled with staffing constraints limited the availability of these small group interventions. It is important that this bolt on intervention is started again so that the merits of this strategy can be compared against Lexia to ensure that we are getting best value for money from the literacy strategies that are being deployed in school.
- Department teams reviewed medium plans throughout the academic year taking in to consideration the learning lost due to the pandemic but also a focussing on how key vocabulary is taught and used to articulate knowledge. It is important the implementation of these plans continues to be quality assured as part of the whole school systems, ensuring that they are having the desired impact on literacy. Regular training sessions both at whole school and departmental level were provided focussing on subject specific literacy development in terms of tier 2 and tier 3 words. Learning walks and pupil voice has highlighted that where there is high quality practice it most definitely reduces the working memory becoming overloaded and thus allows pupils to focus on acquisition, use of this subject specific vocabulary and comprehend the text. This strategy will continue to be embedded this academic year, as it is worthwhile investment in order to help pupil's access learning.
- Bedrock Learning continued to be promoted and was used to raise the profile of the power of language, predominately being used as a homework tool in English. Analysis of the data shows that where disadvantaged pupils are participating regularly, they are on average improving their vocabulary by 22% per lesson block compared to 20% for non. It is clear that this strategy will have an impact in terms of narrowing the word gap, however there needs to be a renewed focus on ensuring that pupils are accessing and completing the assigned tasks. There was the additional challenge of access during the national lockdown in January 2021, this possibly had an impact on the uptake. Overall though taking in consideration all the challenges and potential benefits, Bedrock is a strategy which will be continued this academic year and will be incorporated in to the departmental expectations of homework.
- Parental engagement is consistently associated with pupils' success at school, leading to a positive impact of an average of [4 months' additional progress](#). In order to raise the awareness of literacy and numeracy a newsletter focusing on fun activities to develop key skills was shared with parents. It was difficult to measure the impact of this, as the strategy could not be implemented as intended due to the Covid-19 challenges last year. However, it is hoped that we will continue to pursue this approach through the whole school communications, possibly a newsletter. This will not only reinforce existing school strategies but also suggestions on how best families can support their child, including promoting any local extra-curricular events.
- Increasing reading for pleasure continued to be a priority and was ever more important now when considering the amount of time lost. The school firmly believes that 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 had been very limited. It was clear though that, *'Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status'* ([OECD report](#)). In order to fill this void, the school looked at alternative approaches to promote this love for reading. This included continued promotion of the Kirklees E-Library using the Libby application and also trialling innovative approaches and investing in a range of 50 e-books. These were made available to year 7 and year 8 pupils. Now that the restrictions have eased they will continue to be available getting a balance between E-books through the schools or local authority systems and physical copies.

- Literacy based activities such as World Book Day took place remotely due to the high levels of infection and the national lockdown. A range of activities were planned and delivered by the English department during lesson time. The focus was dedicated to reading for pleasure and followed the Drop Everything and Read strategy. Feedback from one year 8 class teacher *“Just thought I'd feedback how much 8H/En1 enjoyed the World Book Day lesson! They were all really engaged with the extract - many specifically asked about the book and wanted to read more! - and had really great discussions about it, as well as recommending books that they're reading or have recently enjoyed.”*
- In addition to the above sessions, all year 7 pupils also received a free book from a small selection to help increase access. 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. Other initiatives that were adapted were the Westborough Young Writer's group which ran online, however, the uptake of this was limited. It is something that needs to be considered as part of the whole school literacy strategy and how opportunities are created for pupils to showcase their work with parents and through competitions, possibly incorporating this within the parental engagement strategy.
- Reading in form times for key stage classes was restarted after restrictions eased. The sessions were paused during the lockdown, but when these sessions did run, pupils were exposed to a range of different texts in order to build their cultural capital whilst enhancing their reading and comprehension skills. This strategy has helped with the school's ambition of reading for pleasure however additional training will be required for tutors in terms of reciprocal reading and the use of simple phonetics to support struggling readers. Further training has been planned for this academic year and this will be carried forward.
- Advance Practitioner responsible for whole school literacy worked with Voice 21 who work with schools to transform oracy and learning identified strategies which could be embedded within the curriculum to develop oracy. 80 pupils and 30 members of staff also completed a benchmark survey. It highlighted that both pupils and staff value the importance of oracy within the classroom to promote progress, pupils feel confident and enjoy expressing their ideas verbally within lessons. However, they also identified that some pupils lack confidence in 'presentational' speech. (This includes how to hold formal discussions, debates and actively respond to other students). Activities to provide these opportunities will be considered in to next academic year, whether it is through subjects that lend themselves well do these activities, competitions, curriculum enrichment days, PSHE or clubs.

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. £128,422

- GCSE exams results show that the attainment of disadvantaged pupils continues to improve, however these results are not comparable to previous years. GCSE grades for leavers 2021 were teacher assessed grades, in line with guidance issued by the JCQ and the schools centre policy. Rigorous quality assurance and safeguards were implemented to ensure that no pupil was disadvantaged due to their socioeconomic status as concerns were highlighted in a [literature review](#) document published by Ofqual in May 2021. It looked at systematic divergence between teacher and test-based assessment and found that bias against disadvantaged pupils

and those with special educational needs was a “common finding” based on analysis of 22 relevant studies over the last 30 years for both the UK and abroad. As a result, each pupils’ grades were reviewed, and sufficient samples chosen as part of the school’s quality assurance process to eliminate any bias.

- In terms of the GCSE teacher assessed grades for leavers 2021, the basics measure increased to 25.3% compared to 13.5% in 2019 for grades 5 and above. In terms of grade 4, this increased to 48.4% compared to 37.1% for leavers 2019.
- For other EBACC measures, pupils entered and achieving a grade 4 in 2 science subjects was 41% for disadvantaged pupils in 2019, slightly increasing to 43.2% in 2021. For languages this was 67.9% in 2019, better than their non-disadvantaged peers, compared to 68.8% this year. Finally, in terms of humanities subjects this was 29% in 2019 compared to 35.2% in 2021 for pupils achieving a grade 4 or better. Although it is difficult to compare to historic data sets as the assessments were taken under completely difference protocols and unique circumstances but it does show that there is an improving trend in key EBACC measures. Although, it is also worth noting that these teachers assessed grades were based on internal assessments, these were all completed under high control and thus are more comparable to 2019 than to the centre assessed grades of 2020. It is clear that the investment in high quality first teaching and deployment of the Advance Practitioners continues to provide value for money.
- Research published by the Sutton Trust looking at ‘Learning in Lockdown’ gave a comprehensive overview of how teachers and parents are responding. It found that ‘children’s experiences of remote learning varied substantially across different socio-economic backgrounds. There is a risk that years of work to reduce the attainment gap and tackle social mobility could be undone in just a few months. This research brief looked at the situation for pupils at the beginning of the second period of school closures. Survey data from Teacher Tapp and YouGov gave an up-to-date picture of how teaching is being delivered remotely, as well as access to resources, and barriers faced while learning at home. The report also looked at how the impacts of the pandemic on education and social mobility can be minimised. One of the recommendations it made was Funding for the National Tutoring Programme should be extended in the next Comprehensive Spending Review, to establish it as a long-term contributor to narrowing the attainment gap and help education recover from the pandemic. Taking into consideration this research and the schools previous experiences offering additional tutoring the school invested in additional catch-up tutoring, part of the National Tutoring Programme. The school was also 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 research was led by the National Foundation for Educational Research (NFER) along with Kantar and the University of Westminster. Findings from this project will be used to inform highly effective delivery of online tuition in terms of the governments initiative of school led tutoring this academic year.
- The appointment of the Pupil Premium Strategic Lead enabled the school to add capacity and significantly increase the number of pupils offered additional tutoring. Tracking and monitoring of the one to one and 3:1 tutoring programme last academic year, benefitted 70 year 11 & 10 pupils in total. The highly effectively management of the MyTutor programme resulted in attendance to lessons of 89%, above MyTutor’s national average of 70%. This involved continually encouraging pupils to attend, daily monitoring of attendance and tutor feedback, engaging with parents/carers through regular phone calls including supporting and challenging non-attendance. When taking into consideration the Sutton Trusts ‘Learning in Lockdown’ research it found that 41% of parents with children learning at home reported that they do not have very much time or no time at all to help their children with online learning. Also, parents

were split in their experience of learning from the home, 28% of those on low incomes were finding it more difficult, compared to 15% of those on the highest incomes. By building capacity and enabling parents to support their children, the time spent by the Pupil Premium Strategic Lead is helping develop the skills of parents on how best to support their children with home learning but also building strong lasting relationships with families. This investment continues to provide value for money and the Pupil Premium Lead will continue to be responsible for targeted students and catch-up tutoring. Additionally, looking at building in support for parents through looking at organising parent forums and disseminating bitezise tips on helping prepare their child for exams or school work in general.

- In terms of outcomes for those receiving additional tutoring, 62% of the year 11 pupils (30 pupils) achieved 9-5 in maths and 89% in English. In terms of the Basics measure 53% achieved this measure in terms of 9-5. When considering the 9-4 measure, 90% achieved this in maths and 89% in English. Finally, in terms of the Basics measure, 93% achieved the 9-4 measure. Year 10 data has also been analysed and when considering the content that has been missed due to the pandemic, pupils are performing well in the 9-4 measure but will require additional support this year. The Pupil Premium Strategic Lead will continue to monitor these pupils and work with the relevant staff using the instructional coaching model to increase the attainment of these pupils.
- Pupils who required some additional academic mentoring were supported last academic year both by the Academic Mentor deployed from TeachFirst in English but also by the Pupil Premium Strategic Lead. A Pupil Premium Passport was developed and used to collect a wide range of data to specifically identify the individual barriers of these pupils who were significantly underachieving across a range of subjects. This allowed the school to take in consideration factors such as placed based disparities, multi-generational poverty, cultural factors including family structure, experience of education and access to personal and community resources. After reviewing this process, the intelligence gained allowed the school and leaders to better support pupils, where necessary relevant information was disseminated to teaching and support staff. It has also allowed to build strong positive relationships between the school and families. Consideration was given on whether this should be rolled out for all pupils, however, it is an additional intervention involving in depth tracking of those pupils who are significantly underachieving. Thus, this will be continued for these pupils significantly underachieving to help bridge the gap between school and home, although it is hoped that we can roll this out to pupils in year 9 as well as year 10. Now that the contract for the Academic Mentor contract has ended, the aim is to add additional capacity through assigning caseloads to Advance Practitioners who will be supported using the instructional coaching model. A request has been made to the National Tutoring Programme for Academic Mentors in English and maths, however the school is still awaiting these deployments.
- Professional development for staff had to be responsive to the needs of the school and the additional challenges due to the pandemic. The first half of the year focussed on developing and implementing high quality remote learning provision through the use of Microsoft Teams. This enabled all pupils to receive quality education in the event that they were self-isolating or due to school closures as a result of the national lockdown. This was a blended approach compromising of departments firstly reviewing the powerful knowledge they wanted pupils to know and remember, taking in to account the learning lost. This was then incorporated in to a knowledge overview document and shared with pupils and parents. Support was either provided through live lessons, recorded teacher explanations and live support using Microsoft Teams, where required paper based resources were made available. As the delivery of education was changing at a fast pace, additional capacity through the redeployment of an Advance

Practitioner helped with skilling staff and parents through developing a range of resources. This included a guide for pupils, using chat and break out rooms, sharing screen and use of polling software to gauge understanding. The school also received support from Skipton Girls High School who were chosen by the government as a demonstrator school because they have shown they can use technology effectively and have the capacity to help other schools. This investment in time and resources continues to be good value for money and it is hoped that this work can be built upon this academic year where we refocus and look at how to use digital platforms as part of the Covid Recovery plan.

- Professional development and training was also provided on developing and using diagnostic assessments to gauge the impact of missed learning and deploying teaching strategies to address gaps and if required adapting the curriculum plans. Departments have then developed application of knowledge tasks which regular review this knowledge, complemented by robust summative assessments and tracked using the newly purchased Pupil Progress tracking system. It is important that the impact of this continues to be monitored through the school quality assurance systems and where pupils are underachieving they are identified and supported accordingly, whether that is additional tutoring or mentoring. Alongside this continue to use the tools such as Classcharts, which is proving to be good value for money as it aids teaching staff plan and helps with management of pupils taking in to consideration reading ages, targets and behaviour data.

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. £119,728

- Enrichment activities which comprised of extracurricular visits and external speakers was limited due to the government restrictions. From past experience the school has felt that this is a worthwhile investment of resources aiding with social mobility by improving the cultural capital of the disadvantaged pupils. Now that the restrictions have been lifted, opportunities will once again be provided this year through the curriculum enrichment days and external visits to enhance the cultural capital of disadvantaged pupils. Where possible though online events were promoted during 2020-21 and details were shared with pupils and families. It is important to note that the school played a pivotal role in helping disseminate key messages to pupils and parents on how to support themselves and manage during the pandemic, this included sharing key government messages and strategies to help with mental health during the national lockdown.
- Prior to the first national lockdown in March 2020, the school participated in an Adventure Learning Trial where year 10 pupils took part in an outdoor residential to help pupils develop their resilience and metacognition. Part of the study involved measuring the impact of this intervention, which was in part funded by the EEF. The EEF and Sheffield Hallam University reviewed the impact involving form tutors completing a questionnaire at the start and at the end of the trial. We hope to use these findings to inform any future residential with the intention in the first instance to deploy some strategies as part of the school's summer camp.
- As the school has a large proportion of pupils who are classed as disadvantaged, 47%, access to digital resources was crucial in order for pupils to access learning during self-isolation or the national lockdown. Procuring these devices through the governments support programme required deployment of staff time to ensure that the devices were received, prepared, loaned and retrieved. Unfortunately, not all disadvantaged pupils were allocated with a device as part of the government scheme so time and resources was spent working with the local authority and local businesses to reduce this digital divide due to the sheer number of pupils on free

school meals at Westborough. This was a challenge throughout the year and remained a priority resulting in generous donations from Locala and Asda, this was most definitely welcomed. In terms of the number of devices loaned out, there were 316 pupils who benefited from either a short term or long term loan. All of these devices were returned apart from 7, which is a remarkable achievement. Unfortunately, due to the nature of loaning devices, there were a handful of devices which either failed due to a manufacturer fault or were damaged. Where possible the IT department will try and repair or use these as spares. It is clear that the time spent in implementing systems will help narrow the digital divide, and it is intended that all future request for devices can be made by pupils through the Library.

- The pandemic brought additional challenges such as ensuring pupils received their free school meal allocation. Throughout the year the school worked with the local authority to help families struggling financially by providing them with Asda vouchers if they were eligible. This again meant that resources had to be reallocated to accommodate this large demand.
- Developing and implementing strategies which minimise disruption to learning specifically for the disadvantaged pupils in terms of misbehaviour statistics was ever more important particularly when considering pupils had missed 4 months learning after the first lockdown in March 2020. As the government stipulated key control measures, the school adopted a system of zones and year group bubbles. This helped pupils to settle back in to a routine in school with pastoral leaders on hand within these zones to support any pupils struggling as a result of the pandemic. Therefore, it is difficult to compare behaviour statistics to previous academic years. However, this will most definitely remain a priority to ensure that disadvantaged pupils are not disproportionately represented. Based on the 2020-21 academic years' data, 66% of disadvantaged pupils have been removed from a lesson compared to 34% for non. In terms of the lower level disruption resulting in a 30-minute detention, 63% of disadvantaged pupils account for this sanction. Finally, in terms of isolation statistics due to pupils seriously failing to meet the school's expectations, 61% of the incidents involved disadvantaged pupils compared to 39% non. When considering this against the backdrop of pupils who are classed as disadvantaged this currently stands at 47% for all pupils, thus the ambition continues to be to bring both these behaviour statistics in line with this figure. Alongside reducing the number of incidents and proportion of disadvantaged pupils, another priority is looking at ensuring that pupils when they are not in lessons are accessing the learning which is taking place in classrooms. One possibility which needs to be investigated and piloted this academic year is to build on the possibility of using Microsoft Teams when pupils are either excluded or in internal isolation.
- Supporting those who are repeat offenders will help reduce specific barriers for these pupils and overall improve their life chances. In collaboration with the Deputy Headteacher responsible for attitudes to learning, various strategies were discussed in terms of the role of the BfL Lead, Behaviour Manager and Isolation Manager in terms of providing specific therapeutic support to targeted pupils and increased communication dependent on a tiered approach. Progress was limited in this area due to the restructured organisation of the school and it is difficult to measure its true impact. However, it is a strategy which will be revisited this academic year as providing specific support based on need most definitely will reduce barriers to learning and will prove to be value for money. It is also worth noting that when considering strategies from pre-pandemic levels, the personal touch and continuity of an adult role model has helped pupils to regulate their behaviour, on many occasions filling the parenting gap for some of the disadvantaged cohort.
- High quality careers guidance is pivotal in helping reduce the disadvantage gap, this has been noted in recent inquiry carried out and published by the Education Committee on the issues

faced by disadvantaged groups. It notes that all pupils, particularly disadvantaged pupils need early exposure to the advantages of higher education and much better careers guidance to help them make genuinely informed choices about their future, specifically those classed as White British. With this in mind all year 11 pupils were supported with bespoke careers guidance last academic year enabling more pupils to study for a Level 3 qualification post 16. Data for this cohort is currently being analysed and it will be used to set priorities for this academic year. Alongside this there is also a renewed emphasis on exposing pupils to other forms of qualifications post 16 such as apprenticeships, employer and sports programme so that they do not drop out in year 12 as this quite possibly is the cause of the lower NEET figures published in the Inspection Data Summary Report. Generally, this strategy provides good value for money, however post pandemic a renewed effort needs to be made once again so that targeted pupils from lower year groups benefit from the personalised guidance along with the careers offer through PSHE and Curriculum Enrichment days.

- To provide support to key pupils in year 10, the school participated in a project collaborating with Go Higher West Yorkshire and C & K Careers. 30 pupils were provided with an hour long one-to-one session from a senior careers' advisor. Pupils were given information about further education opportunities including relevant and up to date information for those who have concerns in terms of funding and finance. The pupils responded well to this and felt that it was an informative session, this will be evaluated, by the academic partners Leeds University, over the coming year comparing the pupils to a placebo group of 30 pupils.
- As part of the schools drive to ensure pupils and parents have high quality careers guidance the school is aiming and working towards meeting the eight Gatsby benchmarks. This includes a stable careers programme, working with the labour market, addressing individual needs and providing an insight in to the world of work and higher/further education. An Advanced Practitioner has been tasked on working on this project, which will be continued this academic year.

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. £105,514

- The overall absence for disadvantaged pupils was 14.8% compared to 8.1% up to week commencing 16th March last year (prior to the national lockdown).
- In terms of persistent absence this has increased from 25.78% up to week commencing 16th March last year (prior to the national lockdown) to 52.34% last academic year. When considering the school population and the large South Asian background it is worth pointing out the disproportionate effect Covid-19 has had on those from ethnic minority backgrounds, only widening social inequalities further.
- Absence this academic year has been due to pupils having to self-isolate and an increase in illness. From a statistical point of view, the number of possible sessions has also decreased due to the 'X' code (code used when pupils have Covid related absences), meaning that each absence has a greater effect on the attendance percentage as the total number of possible sessions have reduced.
- It is important to highlight that reasons for absence such as illnesses, have had a considerable impact on the increase of overall absence. Absences due to illness have been difficult to challenge, due to the nature of the global pandemic. Where possible a supportive process was put in place to alleviate any family concerns and if any pupils required support due to medical or social concerns then either the School Nurse or the Family Liaison Officer worked with pupils

and families to help improve the attendance. The additional capacity that these roles add continue to provide value for money, especially when considering the high proportion of disadvantaged pupils that the school caters for.

- To ensure that parents were kept up to date additional resources were spent on communication using the text message service and ensuring that the school website was updated with the relevant changes and government guidance. It is hoped moving forward that this will now be streamlined through the ClassCharts communications feature, along with ensuring that parents are kept informed on their child's attendance using the ClassCharts application on their phone or computer.
- Those pupils who have missed significant learning are being supported through work being set using Microsoft Teams and use of online resources such as Oak National Academy and GCSE Pod. It is important that this data continues to be shared with Team Leaders so that they can ensure that meaningful conversations are had with the pupils concerned and gaps in knowledge are addressed in a timely manner.
- Breakfast club unfortunately could not be offered due to the ensuring pupils remained in their bubbles and the spread of infection was reduced. Once restrictions eased this was reopened in the summer term to help disadvantaged pupils get a nutritious breakfast but also support those working parents. There will be a renewed emphasis this academic year ensuring that the attendance team and Cultural Capital Lead work together to support the most vulnerable and improve attendance.
- As of April 2021, Westborough High School did not renew the Service Level Agreement with Kirklees Council, resulting in the school now not using the Attendance and Pupil Support Service for additional support in regards to whole school attendance. The school have not renewed the service level agreement as the school feels it will be better value for money to add capacity to their own attendance team in order to help promote the value of education providing 35 hours of service compared to 22 hours from the service level agreement with the local authority. The current attendance protocols have been reviewed as the paperwork and preparation of any legal action will now be the responsibility of the school.