



The
Westgate School

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Pupil Premium Grant Expenditure Report

2019-2020

What is Pupil Premium funding?

The Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the Pupil Premium grant (PPG) payable to schools and local authorities for the financial year beginning 1st April 2019. PPG provides funding for two purposes:

- *raising the attainment of disadvantaged pupils of all abilities to reach their potential.*
- *supporting children and young people with parents in the regular armed forces.*

Pupil Premium provides funding in the following categories:

- *For pupils who have been in receipt of free school meals (FSM) at any point in the past 6 years (£955 per child).*
- *For pupils identified in January 2019 school census or the alternative provision census as having left the local authority care because of:*
 - o *Adoption (£2345)*
 - o *Special Guardianship order (£2345)*
 - o *Child arrangements order (previously known as a residence order) (£2345)*
- *For pupils who are looked after by the local authority their funding allocation of £2345 is managed by the virtual school's head.*
- *For pupils who have parents are currently serving in the armed forces or were eligible for funding in the last 4 years (Ever 4 Service Child) (£310 per child).*

The Westgate School Pupil Premium Funding

Financial Year	Amount of Pupil Premium Funding
2019 - 2020	£198,220
2020 - 2021	£212,000

The following funding for 2020 - 2021 will include students recorded in the January 2020 school census who are known to have been eligible for FSM since May 2014 as well as those first known to be eligible in January 2020.

	2019-2020	2020 - 2021
Percentage of disadvantaged pupils 01/09/2020	23.4% (212/906)	25.1% (269/1071)
Income from FSM pupils eligible for the Pupil Premium as of January 2020	£198,220	£192,930
Income from looked after pupils eligible for the Pupil Premium as of January 2020	£6,900	£18,760
Income from post looked after children eligible for the Pupil Premium as of January 2020	£0	£0
Number of service children eligible for the Pupil Premium as of January 2020	£0	£310
Total	£198,220	£212,000

The following table illustrates our current number of Pupil Premium students regardless of the January census but in line with our September 2020 intake:

	2020 -2021	2019 - 2020
Number of students eligible for Pupil Premium	25.1% (269/1071)	24.1% (240/996)

Breakdown of Pupil Premium Grant Budget for 2019-2020

Name	Total
Teacher i/c Pupil Premium (TLR)	£16,100
SENCO (10%)	£6,622
LRC Support and Accelerated Reader	£15,000
Additional Teacher of English and Maths (subsidised)	£31,250
Ongoing 1-1 Counselling Support	£25,202
Enhanced Pastoral & Safeguarding Support	£54,533
Additional LSA Support (subsidised)	£8,750
Total Staffing Costs	£157,457
Resources – Pupil Premium cost centre	£18,000
Alternative Provision costs – Haybrook College	£19,300
Total Resources/Services/Training	£41,300
Total Costs	£198,757
Pupil Premium Budget	£198,220
Variance	-£537

Nature of the Support Provided in 2019-2020

The Pupil Premium Grant was used in a variety of ways to support students in closing any gaps academically, removing any barrier to learning and providing a variety of pastoral opportunities. Due to COVID-19 a lot of the strategies used in the later part of the academic year were different to those in previous years due to the nature of lockdown and removing barriers:

- *Provide students with additional literacy and numeracy support through the continued implementation of accelerated reader and additional spaces*
- *Support the funding of students on educational visits.*
- *Providing equipment/resources for students to remove any barriers to their learning.*
- *Year 11 exam packs.*
- *Year 11 Revision conferences.*
- *Year 11 PGL Revision weekend.*
- *Year 9 Options Evening and support with options choices.*
- *Provide alternative educational courses for students unable to access the main curriculum.*
- *Provide post 16 careers advice for students.*
- *Support Year 7 and 8 engagement within lessons.*
- *Monitor and run year 9 attendance workshops.*
- *Provide laptops for eligible students that have no IT resources to enable home learning over lockdown.*
- *Additional pastoral support during lockdown.*
- *Vouchers to support our FSM students in the first stage of lockdown prior to the government scheme being introduced.*
- *Basic hygiene products to support through lockdown.*

Key Successes

2019- 2020 internal data scores show that:

- Pupil Premium students achieved a Progress 8 score of **+0.18**.
- The progress made by Pupil Premium students in English, at **+0.13**.
- The progress made by Pupil Premium students in Mathematics, at **+0.22**.
- The progress made by Pupil Premium students in the English Baccalaureate slots was **+0.14** and the Open qualification slots was **+0.23**.

Measuring the Impact of the Pupil Premium Grant: 2019-20 Outcomes

Key success measures in terms of KS4 outcomes for disadvantaged students show that the work the school is doing to improve access, achievement and entitlement for these students has had a positive impact on progress this year with these students outperforming other students nationally.

Overall GCSE Outcomes	2017-18	2018-19	2019-20
	P8	P8	P8
Pupil Premium Students	-0.29	-0.14	+0.18
Non-Pupil Premium Students	+0.31	+0.43	+0.62
Gap	0.60	0.57	0.44

GCSE English	2017-18	2018-19	2019-20
	P8	P8	P8
Pupil Premium Students	-0.16	+0.05	+0.13
Non-Pupil Premium Students	+0.86	+0.50	+0.51
Gap	1.02	0.45	0.38

GCSE Maths	2017-18	2018-19	2019-20
	P8	P8	P8
Pupil Premium Students	+0.19	-0.10	+0.22
Non-Pupil Premium Students	+0.34	+0.33	+0.72
Gap	0.15	0.43	0.50

English and Maths Threshold	2017-18		2018-19		2019-20	
	Standard Pass %	Strong Pass %	Standard Pass %	Strong Pass %	Standard Pass %	Strong Pass %
Pupil Premium Students	46%	14%	52%	30%	54%	23%
Non-Pupil Premium Students	80%	53%	70%	50%	75%	53%
Gap	34%	39%	18%	20%	21%	20%

2019-20	All	Overall		Girls		Boys	
		Girls	Boys	Non-PP	PP	Non-PP	PP
Entries	169	73	96	55	18	75	21
Progress 8 Score	+0.51	+0.93	+0.17	+1.08	+0.55	+0.27	-0.14
English Progress 8	+0.41	+1.06	-0.09	+1.2	+0.65	-0.02	-0.32
Maths Progress 8	+0.59	+0.78	+0.45	+0.9	+0.39	+0.56	+0.0.8
EBacc Progress 8	+0.62	+0.95	+0.36	+1.12	+0.043	+0.5	-0.12
Other Progress 8	+0.42	+0.98	-0.02	+1.07	+0.71	+0.03	-0.19

2019-20	All	Overall		Girls		Boys	
		Girls	Boys	Non-PP	PP	Non-PP	PP
Entries	169	73	96	55	18	75	21
Attainment 8	47.85	44.76	51.91	54.62	43.64	47.6	34.63
English Attainment 8	10.14	9.19	11.4	11.93	9.78	9.68	7.43
Maths Attainment 8	9.36	9.15	9.64	10.22	7.89	9.81	6.76
EBacc Attainment 8	13.9	13.24	14.77	15.75	11.78	14.28	9.52
Other Attainment 8	11.45	13.19	16.11	16.73	14.19	13.82	10.92



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Pupil Premium Strategy Statement

2020-2021

Focus of Pupil Premium Funding: 2020-2021

The aim of our Pupil Premium funding at The Westgate School is to address the current underlying inequalities between disadvantaged students and other students on our school roll particularly following the impact of lockdown and remote learning due to COVID-19.

We will do this by ensuring that the funding is strategically and effectively targeted to address barriers to success and academic progress/achievement between disadvantaged and non-disadvantaged students. When identifying strategies and allocating funding to interventions we consider the impact of previous experience within our school context, as well as applying knowledge gained from external research. We are committed to using a range of measures to evaluate the impact of spending as an ongoing process throughout each academic year. These include headline measures as well as individualised monitoring and evaluation processes, which are developed in conjunction with staff who have specific responsibilities (e.g., Curriculum leaders, Directors of learning and TLR holders) for reviewing the Pupil Premium spend. The school allocates its funding in the following key areas:

Curriculum

A particular focus closing the COVID-19 gap we will focus on literacy and numeracy catch up across the curriculum and specific intervention strategies. We will also use COVID catch up funding particularly in English and Maths to target the attainment and progress gaps between Pupil Premium and non-Pupil Premium students in all year groups.

Specific Need

Students who are identified with a specific need, including SEND students, high or low attaining students on entry and students with behavioural issues are supported to ensure that the gap between Pupil Premium and non-Pupil Premium students with these needs' narrows.

Teaching and Learning

Support staff in ensuring that they are aware of how to support all Pupil Premium students through giving regular updates and notices through staff meetings. Track all Pupil Premium students through all areas of the curriculum to ensure they receive the appropriate support to allow them to succeed. Provide staff with opportunities to develop teaching and learning allowing new strategies to be implemented within the classroom therefore, PP students can make maximum progress.

Cultural Capital

Full access to extra-curricular and enrichment opportunities, regardless of the student's background so that all aspects of the learned curriculum are available to all students with no additional cost to the students.

Attendance and Punctuality

Using our attendance officer to implement new strategies to address the gap in attendance and punctuality rates between Pupil Premium and non-Pupil Premium students and make strong links with their parents/guardians.

2019-20 Evaluative Changes

- Pupil Premium coordinator to have regular communication with all stakeholders throughout the year to ensure there is consistency in the approach to supporting students and allow effective monitoring the impact of spend. CL bidding review to change process to termly bids to ensure a continuous approach to removing barriers and support progress all areas of students learning throughout the year.
- Continue to work closely with the pastoral team to monitor and remove any barriers that students face on a day-to-day basis. Attend a ½ termly pastoral review meeting regarding support for PP students.
- All staff to monitor impact as an ongoing process overseen by the PP coordinator for the current PP cohort to ensure intervention and support are implemented effectively.
- More promotion of PP information throughout the school to ensure a whole staff approach is adopted – staff updates, emails, and staff meetings.
- Improve parental awareness of eligibility for free school meals (FSM) at the start of each new cohort of students by adding an information leaflet into year 7 parent packs as well as regular school comms to parents linked to the uptake %'s of students using their FSM.
- Ensure effective use of COVID-19 Catch up funding to ensure all students are fully equipped and any barriers to learning are removed.
- Work closely with staff (Literacy and Numeracy Coordinator, LRC staff and the English and Maths departments) to ensure that key students who are not making expected progress are targeted through specific intervention to close the gap.
- Monitor PP spend of individuals to ensure all students are targeted throughout the year to allow maximum progress to be made.

Provisional Pupil Premium Funding 2020/2021

Anticipated Pupil Premium Budget for 20/21	Total
Total Deprivation EFA Calculation	£0
Students adopted from care	£0
Service Children	£0
LAC	£0
Total	£0

Name	Total
Teacher i/c Pupil Premium (TLR)	£16,100
SENCO (10%)	£6,920
Additional Teacher of English and Maths (subsidised)	£30,000
Ongoing 1-1 Counselling Support (subsidised wages)	£38,980
LRC Support and Accelerated Reader	£15,000
Enhanced Pastoral and Safeguarding Support (subsidised wages)	£49,000
Additional LSA Support (subsidised wages)	£27,150
Total Staffing Costs	£184,150
Resources - Pupil Premium cost centre	£18,000
Alternative Provision costs – Haybrook College	£ 10,000
Annual CPD	£850
Total Resources/Services/Training	£28,850
Total Costs	£212,000
Estimated spend	£212,000
Variance	£0

Focus	Barriers to Learning	Desired Outcomes/Success Criteria	Rationale
To close the impact of COVID-19 on disadvantaged/vulnerable students	Gaps in knowledge due to lockdown in Year 10	Improved knowledge and concentration	Giving all PP students equal opportunities to achieve
Chosen Strategies and Actions			
<ul style="list-style-type: none"> Following on from mock examination data we are going to tailor the tutoring that is given to students to close the gap. Using a tutoring scheme with external agencies as well as additional school staff tutoring to close the gap of knowledge for core subjects initially. 			
How is Impact Monitored?	Cost	Person(s) Responsible	
Progress and outcomes	TBC	RY and LIM	

Focus	Barriers to Learning	Desired Outcomes/Success Criteria	Rationale
Remove barriers to students and add personalised intervention	Additional members of staff to support PP students within Key Stage 3	Improved progress and attendance	Removing any additional barriers created throughout the COVID pandemic
Chosen Strategies and Actions			
<ul style="list-style-type: none"> Small group workshops. Engagement sessions. Removing barrier for students. 			
How is Impact Monitored?	Cost	Person(s) Responsible	
<ul style="list-style-type: none"> Attendance % improvement Achievement and behaviour points Increased engagement to learning 	£0	VG and HH	

Focus	Barriers to Learning	Desired Outcomes/Success Criteria	Rationale
Attendance of PP students	Ensuring students are in school and ready to learn to allow maximum progress	An increase in PP student's attendance throughout the year	Ensuring that all PP students are in the maximum number of lessons to allow maximum progress across all curriculum areas.
Chosen Strategies and Actions			
<ul style="list-style-type: none"> Work closely with the Pastoral Team and Linked member of SLT (TJC) to ensure that student's attendance is being carefully monitored and followed up on each day of absence. Work closely with all Directors of Learning to ensure that tutors are monitoring and raising awareness of any trends in absences that may not have already identified. 			
How is Impact Monitored?	Cost	Person(s) Responsible	
Attendance will increase following interventions	TBC	RY, MM, Pastoral Team and Directors of Learning	

Focus	Barriers to Learning	Desired Outcomes/Success Criteria	Rationale
Additional support for English and Maths by reducing class sizes	To ensure students are making progress in line with their target grades	To ensure core subject teachers can deliver high quality learning experiences to improve outcomes for students	Proportionate spending to enable smaller groups that can ensure more timely and detailed feedback for students. Previous year outcomes reflect the good progress made by PP and other learners in KS4.
Chosen Strategies and Actions			
<ul style="list-style-type: none"> Staffing cost contribution to enable smaller classes in English/Maths. Additional tutor time English and Maths small group intervention 			
How is Impact Monitored?	Cost	Person(s) Responsible	
<ul style="list-style-type: none"> Termly through data monitoring and tracking Annually tracking through outcomes 	TBC	RY, NJ, DJU and MIC	

Focus	Barriers to Learning	Desired Outcomes/Success Criteria	Rationale
Options support to Year 9 students	Wrong choices for options therefore students will be disengaged throughout their studies at KS4	Ensuring students are well equipped to make the correct choices for their KS4 studies	Correct choices are essential to create further opportunities
Chosen Strategies and Actions			
<ul style="list-style-type: none"> Year 9 Options speed dating with Year 10. Every student to undergo an interview regarding their choices with a member of SLT. A meeting with the Career's Advisor. 			
How is Impact Monitored?	Cost	Person(s) Responsible	
Changes in students' options choices in line with their next steps	Approx. £4000	RY, PP and LIM	

Focus	Barriers to Learning	Desired Outcomes/Success Criteria	Rationale
Pastoral and safeguarding support	Barriers to students lives which may be external or internal factors that can affect their ability to concentrate, engage and therefore make maximum progress	To ensure all students feel safe and comfortable in their learning environment.	To ensure students are fully accessing all areas of the curriculum
Chosen Strategies and Actions			
<ul style="list-style-type: none"> Refer students to our school counsellor where necessary to support with any additional needs. Link students to the Pastoral Mentor. Use the pastoral teams to create strong links between school and home. 			
How is Impact Monitored?	Cost	Person(s) Responsible	
Attendance and engagement in lessons. Reduction in any behaviour points given and increased self-confidence and esteem, allowing students to engage further within lessons.	Approx. £40,000	SS, SPO, RY, AD and Pastoral Team	

Focus	Barriers to Learning	Desired Outcomes/Success Criteria	Rationale
Removing barriers from learning	Any barriers to students learning with could obstruct progress	To ensure all students are equipped in each learning environment to allow them to make maximum progress	To ensure students are fully accessing all areas of the curriculum
Chosen Strategies and Actions			
<ul style="list-style-type: none"> Curriculum Leaders department bidding process for resources or support material for PP students. A bid will be completed by Curriculum Leaders at the beginning of each term. 			
How is Impact Monitored?	Cost	Person(s) Responsible	
A review must be submitted at the end of each term with the impact of each intervention/resource that was applied for and reviewed by PP coordinator	TBC throughout the year	Curriculum Leaders and RY	

Focus	Barriers to Learning	Desired Outcomes/Success Criteria	Rationale
Support all areas of transition within the school environment	Change in circumstances for students	Increased engagement and motivation within their learning environments	To raise progress and attainment
Chosen Strategies and Actions			
<ul style="list-style-type: none"> Support with transition from Key stage 3-4 with inventions for our more vulnerable students. Support transition from Key stage 2 -3 through small intervention groups and W6. 			
How is Impact Monitored?	Cost	Person(s) Responsible	
Increased engagement of students within lessons Review of interventions completed	Approx. £3000	All staff	