

The Westgate School: Pupil Premium Grant Expenditure Report

2019-2020

Pupil Premium and Catch Up premium plan for 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 1 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 (£935 per child)
- For pupils identified in January 2019 school census or the alternative provision census as having left the local authority care as a result of:
 - Adoption (£2300)
 - Special Guardianship order (£2300)
 - Child arrangements order (previously known as a residence order) (£2300)
- For pupils who are looked after by the local authority their funding allocation of £2300 is managed by the virtual school's head
- For those children whose parents are currently serving in the armed forces or were eligible for funding in the last 4 years (Ever 4 Service Child) (£300 per child)

The Westgate School

Financial year	Amount of Pupil Premium funding
2019 - 2020	£198,220
2018 - 2019	£230,010

The following funding for 2019 - 2020 will include students recorded in the January 2019 school census who are known to have been eligible for FSM since May 2013 as well as those first known to be eligible at January 2019.

	2019-2020
Percentage of disadvantaged pupils 01/09/2016	26.5% (240/906)
Income from FSM pupils eligible for the Pupil Premium as of January 2019	£191,320
Income from looked after pupils eligible for the Pupil Premium as of January 2019	£6,900
Income from post looked after children eligible for the Pupil Premium as of January 2019	£0
Number of service children eligible for the Pupil Premium as of January 2019	£0
Total	£198,220

The following table illustrates our current number of Pupil Premium students regardless of the January census but in line with our September 2019 intake

	2019 - 2020
Number of students eligible for Pupil Premium	24.11% (238/987)

Nature of the Support Provided in 2018-2019

The Pupil Premium Grant was used in a variety of ways to support students in attempting to close any gaps academically, removing any barriers to learning and providing a variety of pastoral opportunities. The major part of the grant was used to:

- Provide students with additional literacy and numeracy support through the continued implementation of accelerated reader and additional maths workshops.
- Support the funding of students on educational visits
- Provide additional music tuition

- Providing equipment/resources for students to remove any barriers to their learning
- Literacy and numeracy resources within subject areas and tutor time
- Support for extracurricular clubs making these accessible for all
- Year 11 exam packs and revision courses
- 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 advise for students
- Attendance and engagement workshop across KS3

2018 to 2019 Key successes related to Disadvantaged Students

Provisional data using 2019 scores shows that:

- Disadvantaged students achieved a Progress 8 score of -0.20
- The progress made by disadvantaged students in Mathematics, at -0.19,
- The progress made by disadvantaged students in English, at -0.01
- The progress made by disadvantaged students was -0.22 in the English Baccalaureate slots and -0.30 in the Open qualification slots.

Pupil Premium Funding

Pupil Premium Budget for 18/19 - including Y7 Catch Up Funding	Total
Total Deprivation EFA calculation	£220,010
Pupils adopted from care Jan 18 census	£0
Service Children - Jan 18 census	£0
LAC - Jan 1	£0
Total	£220,010
Y7 Catch Up Funding	£19,946
Total including Y7 Catch Up Funding	£239,956

Breakdown of Pupil Premium Grant Budget for 2017-2018

Name	Total
Teacher i/c Pupil Premium (TLR)	£16,100
SENCO (10%)	£6,622
LRC Support and Accelerated Reader	£16,300
Additional Teacher of English and Maths (subsidised)	£31,250
Additional Careers Intervention for Targeted Students	£2,000
Ongoing 1-1 Counselling Support	£25,202
Enhanced Pastoral & Safeguarding Support	£54,533
Additional LSA Support (2 staff members)	£30,750
Total Staffing Costs	£182,857
Resources - Pupil Premium cost centre	£17,000
Alternative Provision costs - Haybrook	£40,000
Training - annual conference	£860
Total Resources/Services/Training	£57,860
Total	£240,537
Catch Up Funding	£19,946
Pupil Premium budget	£220,010
Variance	-581

Measuring the Impact of the Pupil Premium Grant – Outcomes in 2018-19

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.

Key Stage 4

English	Standard Pass % 2018	Strong Pass % 2018	Standard Pass % 2019	Strong Pass % 2019	P8 2018	P8 2019
Disadvantaged Students	80	63	64	43	-0.11	-0.36
Non-disadvantaged Students	78	56	81	65	-0.02	+0.16
Gap	-2	-7	-17	-22	-9	-0.52

Maths	Standard Pass % 2018	Strong Pass % 2018	Standard Pass % 2019	Strong Pass % 2019	P8 2018	P8 2019
Disadvantaged Students	76	49	55	39	+0.37	-0.09
Non-disadvantaged Students	72	33	74	56	+0.27	+0.34
Gap	-4	-16	-19	-17	-0.10	-0.35

English & Maths Threshold	Standard Pass % 2018	Strong Pass % 2018	Standard Pass % 2019	Strong Pass % 2019
Disadvantaged Students	63%	25%	52	30
Non-disadvantaged Students	73%	44%	70	50
Gap	10%	19%	-18	-20

	All	Gender		Girls		Boys	
		Boys	Girls	Non PP	PP	Non PP	PP
Entries							
Progress 8 Score	+0.26	-0.11	+0.67	+0.87	-0.04	-0.06	-0.19
English Progress 8	+0.38	-0.14	+0.89	+1.01	+0.48	-0.10	-0.21
Maths Progress 8	+0.22	+0.14	+0.30	+0.46	-0.28	+0.19	+0.04
EBacc Progress 8	+0.38	+0.02	+0.73	+1.03	-0.32	+0.07	-0.06
Other Progress 8	+0.17	-0.38	+0.71	+0.89	+0.06	-0.34	-0.46

	All	Gender		Girls		Boys	
		Boys	Girls	Non PP	PP	Non PP	PP
Entries							
Attainment 8	46.79	42.42	51.1	54.12	40.1	44.48	38.7
English Attainment 8	10.28	9.15	11.39	11.81	9.88	9.49	8.52
Maths Attainment 8	8.89	8.67	9.11	9.68	7.06	9.1	7.85
EBacc Attainment 8	13.65	12.42	14.87	16.1	10.35	13.09	11.15
Other Attainment 8	13.97	12.18	15.73	16.53	12.81	12.71	11.19

Focus of Funding allocated 2018-2019

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. We 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 particular projects 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 for reviewing the pupil premium spend. The school allocates its funding in the following key areas:

Curriculum

A particular focus on literacy and numeracy across the curriculum and specific intervention strategies, 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 & 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 are able to 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 & Punctuality

Implementation of strategies to address the gap in attendance and punctuality rates between pupil premium and non-pupil premium students.

Changes following evaluation of 2017 / 2018 results and practice

- Pupil Premium is now a whole school priority for 2019/20
- Comprise and send a letter to all parents informing them of a change in the way in which we support all pupil premium students to allow staff to use their professional judgement in supporting students at necessary times to enhance students learning experiences
- 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
- 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.
- PP Coordinator to deliver regular staff training and meetings to ensure all staff are on board with strategies to support our PP students
- More promotion of PP information throughout the school in order to ensure a whole staff approach is adopted – staff updates, emails and briefing notices.
- 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 new starters to additional years.
- Ensure effective use of catch up premium is used to ensure students are secondary ready at the end of the first term. A literacy coordinator is to be appointed to support the work of the staff in LRC and English department to ensure this is taking place.
- Monitor PP spend of individuals to ensure all students are targeted throughout the year to allow maximum progress to be made.

2018 – 2019

Pupil Premium Funding Plan & Strategies

Pupil Premium Funding 2019/2020

Anticipated Pupil Premium Budget for 18/19 including Y7 Catch Up Funding	Total
Total Deprivation EFA Calculation	£198,220
Students adopted from care	£0
Service Children	£0
LAC	£0
Total	£198,220
Year 7 Catch Up Funding	£25,487
Total Including Year 7 Catch Up Funding	£223,707

Name	Total
Teacher i/c Pupil Premium (TLR)	£12,785
SENCO (10%)	£5,498
Additional Teacher of English and Maths (subsidised)	£30,600
Additional Careers Intervention for Targeted Students	£2,000
Ongoing 1-1 Counselling Support (subsidised wages)	£40,000
Enhanced Pastoral & Safeguarding Support (subsidised wages)	£51,937
Additional LSA Support (subsidised wages)	£18,000
Total Staffing Costs	£162,820
Resources - Pupil Premium cost centre	£19,000
Alternative Provision costs - Haybrook	£18,000
Training annual conference	£400
Total Resources/Services/Training	£35,000
Total	£198,220
Catch Up Funding	£25,487
Estimated spend	£223,707

Focus	Barriers to Learning	Desired Outcomes / Success Criteria	Rationale
Providing support with equipment and resources	Blocking access to certain areas of the curriculum	To allow all students to access all areas of the curriculum	Improve students access to all areas of the curriculum to allow maximum progress
Chosen Strategies and actions			
<ul style="list-style-type: none"> Liaise with the pastoral and tutor teams to ensure all students are equipped with the correct uniform required without any financial barriers to their learning <ul style="list-style-type: none"> Liaise with all staff to ensure students are equipped with all resources required to allow them to make maximum progress A formal written letter to be sent via school comms to inform parents that support will now be issued sensitively to our eligible students when they require resources 			
How is impact monitored?	Cost	Person(s) Responsible	
Ensuring all students have all essential resources needed to access the curriculum and any extracurricular activities that they want to participate in	TBC	RY, DoL, teaching staff & Pastoral	

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 students 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 tutor team, attendance officer, pastoral team and Linked member of SLT (OR) to ensure that students' 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 identifies 			
How is impact monitored?	Cost	Person(s) Responsible	
Attendance %'s will increase following interventions	TBC	RY, MM, OR, HC, Pastoral Team and DoL	

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, CL, MIC	

Focus	Barriers to Learning	Desired Outcomes / Success Criteria	Rationale
Year 11 Revision Weekend (PGL)	Remove barriers to student's revision by upskilling our PP student's ability to revise effectively	Improved engagement with in house revision sessions and as a consequence improved exam results	Timely intervention to support students preparation prior to summer exams
Chosen Strategies and actions			
<ul style="list-style-type: none"> Upskilling of revision techniques of Year 11 targeted PP students using data to inform choices A revision weekend at a PGL centre providing alternative activities to engage students alongside revision workshops 			
How is impact monitored?	Cost	Person(s) Responsible	
<ul style="list-style-type: none"> Internal tests and mock exams Summer exam results 	Approx. £2000	RY, HC, SLT	

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 careers advisor 			
How is impact monitored?	Cost	Person(s) Responsible	
Changes in students options choices in line with their next steps	Approx. £2000	RY, LAS, OR	

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 <ul style="list-style-type: none"> • Link students to our 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 £50000	SS, SPO, RY, AD, OR, Pastoral Team	

Focus	Barriers to Learning	Desired Outcomes / Success Criteria	Rationale
Removing barriers to 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 <ul style="list-style-type: none"> A bid will be completed by CL's 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, 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 <ul style="list-style-type: none"> 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	TBC	All staff	

Focus	Barriers to Learning	Desired Outcomes / Success Criteria	Rationale
Effective use of catch up premium to support students development	Below expected reading level which impacts progress made within their learning environments	Improved reading age	To raise progress and attainment
Chosen Strategies and actions			
<ul style="list-style-type: none"> • Support transition from Key stage 2 -3 through small intervention groups <ul style="list-style-type: none"> • Recruitment of a Literacy coordinator (non-teaching) <ul style="list-style-type: none"> • Reading buddies • Accelerated reader 			
How is impact monitored?	Cost		Person(s) Responsible
Increased engagement of students within lessons Review of interventions completed	Approx £25,000		PoM, LIM, RY, NJ, LRC staff to support