

The Westgate School's Pupil Premium Grant Expenditure Report 2020 – 2021

Pupil Premium and Recovery Premium Plan for 2020 – 2021

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 2020. 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 2020 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 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) (£310 per child).

The Westgate School

Financial Year	Amount of Pupil Premium Funding
2020 – 2021	£212,000
2021 – 2022	£233,200

The following funding for 2021 – 2022 will include students recorded in the January 2021 school census who are known to have been eligible for FSM since May 2015 as well as those first known to be eligible in January 2021.

	2020 – 2021	2021 – 2022
Percentage of disadvantaged pupils as of 1 st September 2021	25.1% (269/1071)	22.9% (244/1064)
Funding from FSM pupils eligible for the Pupil Premium as of January 2021	£192,930	£192,910
Funding from looked after pupils eligible for the Pupil Premium as of January 2021	£18,760	£16,415
Funding from post looked after children eligible for the Pupil Premium as of January 2021	£0	£0
Funding from service children eligible for the Pupil Premium as of January 2021	£310	£310
Total	£212,000	£233,200

The following table illustrates our current number of Pupil Premium students regardless of the January census, but in-line with our September 2021 intake.

	2020 – 2021	2021 – 2022
Number of students eligible for Pupil Premium funding	25.1% (269/1071)	22.9% (244/1064)

Breakdown of Pupil Premium Grant Budget for 2020 – 2021

Spend	Total
Teacher including Pupil Premium (TLR)	£16,543
SENCO (10%)	£7,110
LRC Support and Accelerated Reader	£15,000
Additional Teacher of English and Maths (subsidised)	£32,109
Ongoing 1-1 Counselling Support	£51,232.46
Enhanced Pastoral and Safeguarding Support	£56,032
Additional LSA Support (subsidised)	£8,991
Total Staffing Costs	£187,017.46
Resources including uniform, PE Kit, subject specific resources, stationery, GCSEPod etc.)	£21,386.30
Alternative Provision, including Haybrook College	£3,350
Total Resources/Services/Training	£24,736.30
Total	£211,753.76
Pupil Premium Budget	£212,000
Variance	+£246.24

Nature of the Support Provided in 2020 – 2021

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

- Provide students with additional literacy and numeracy support through the continued implementation of Accelerated Reader in Years 7 and 8, with additional spaces across other year groups as required
- Support the funding of students on educational visits and enrichment opportunities
- Providing uniform/equipment/resources for students to remove any challenges to their learning
- Year 11 examination packs
- Year 9 Options Evening support with options choices
- Alternative educational courses for students unable to access the main curriculum
- Provide post -6 careers advice for students
- Promote 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 access 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 throughout lockdown

Key successes related to Disadvantaged Students in 2020 – 2021

Provisional data using 2021 scores shows that:

- Pupil Premium students achieved a Progress 8 score of **+0.86**
- The progress made by Pupil Premium students in Mathematics, at **+1.12**
- The progress made by Pupil Premium students in English, at **+0.34**
- The progress made by Pupil Premium students in the English Baccalaureate slots was **+1.06** and the Open qualification slots was **+0.82**

Measuring the Impact of the Pupil Premium Grant: 2020 – 2021 Outcomes

Key success measures in terms of Key Stage 4 outcomes for Pupil Premium 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	2018-19	2019-20	2020-21
	P8	P8	P8
Pupil Premium Students	-0.14	+0.18	+0.86
Non-Pupil Premium Students	+0.43	+0.62	+0.76
Gap	0.57	0.44	0.10

GCSE English	2018-19	2019-20	2020-21
	P8	P8	P8
Pupil Premium Students	+0.05	+0.13	+0.34
Non-Pupil Premium Students	+0.50	+0.51	+0.31
Gap	0.45	0.38	0.03

GCSE Maths	2018-19	2019-20	2020-21
	P8	P8	P8
Pupil Premium Students	-0.10	+0.22	+1.12
Non-Pupil Premium Students	+0.33	+0.72	+0.83
Gap	0.43	0.50	0.29

English and Maths Threshold	2018-19		2019-20		2020-21	
	Standard Pass %	Strong Pass %	Standard Pass %	Strong Pass %	Standard Pass %	Strong Pass %
Pupil Premium Students	52	30	54	23	68	38
Non-Pupil Premium Students	70	50	75	53	71	48
Gap	18	20	21	20	3	10

2020-21	All	Overall		Boys		Girls	
		Boys	Girls	Non-PP	PP	Non-PP	PP
Entries	176	95	81	73	22	66	15
Progress 8	+0.78	+0.7	+0.87	+0.73	+0.61	+0.79	+1.27
English Progress 8	+0.32	-0.03	+0.7	-0.03	-0.02	+0.65	+0.96
Maths Progress 8	+0.89	+1.07	+0.69	+1.07	+1.06	+0.59	+1.22
EBacc Progress 8	+0.88	+0.92	+0.87	+0.94	+0.88	+0.74	+1.36
Other Progress 8	+0.92	+0.71	+1.14	+0.79	+0.47	+1.09	+1.42

2020-21	All	Gender		Boys		Girls	
		Boys	Girls	Non-PP	PP	Non-PP	PP
Entries	176	95	81	73	22	66	15
Attainment 8	49.77	48.16	51.67	49.61	43.33	51.72	51.43
English Attainment 8	9.8	8.97	10.77	9.18	8.27	10.82	10.53
Maths Attainment 8	9.81	10.02	9.56	10.33	9	9.52	9.73
EBacc Attainment 8	14.52	14.41	14.65	14.89	12.82	14.61	14.83
Other Attainment 8	15.65	14.76	16.7	15.21	13.24	16.78	16.33

Evaluating 2020 – 2021 Results and Practice: Implementing Change for 2021 – 2022

- Employ two Pupil Premium Coordinators – one focusing on Key Stage 3 and one on Key Stage 4. Pupil Premium Coordinators 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 of the impact of spend.
- Employ Associate Assistant Head to ensure a strategic intervention oversight.
- Develop a partnership with Abbvie as part of the wider Pupil Premium initiative to support disadvantaged students.
- Curriculum Leaders and Director of Learning bidding reviews are to change process to termly bids to ensure a continuous approach to removing challenges and support progress all areas of students learning throughout the year.
- Continue to work closely with the pastoral team to monitor and remove any challenges that students face on a day-to-day basis.
- All staff to monitor impact as an ongoing process overseen by the Pupil Premium Coordinators for the current Pupil Premium cohort to ensure intervention and support are implemented effectively.
- More promotion of Pupil Premium information throughout the school to ensure a whole staff approach is adopted – staff updates, emails, staff meetings and sessions on INSET.
- 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 communication to parents linked to the uptake % of students using their FSM. Review circumstances of older year groups in relation to possible changes because of COVID-19.
- Effective use of Recovery Premium funding to ensure all students are fully equipped and any challenges to learning are removed.
- Work closely with staff (Intervention 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 Pupil Premium spend of individuals to ensure all students are targeted throughout the year to allow maximum progress to be made.
- Re-introduce PGL revision weekend(s) to allow bespoke revision to take place in Maths, English, and Science. These weekends will also focus on engagement and independent learning.

The Westgate School's Pupil Premium and Recovery Premium Funding Plan and Strategies 2021-2022

Pupil Premium Funding for 2021-2022

Anticipated Pupil Premium Budget for 2021-22	Total
Total Deprivation EFA Calculation	£233,020
Students adopted from care	£0
Service Children	£310
LAC	£16,415
Total	£233,020

Spend	Total
Teacher including Pupil Premium (TLR)	£5848.80
SENCO (10%)	£7110
Additional Teacher of English and Maths (subsidised)	£32,109
Ongoing 1-1 Counselling Support (subsidised wages)	£52,000
LRC Support and Accelerated Reader	£15,000
Enhanced Pastoral and Safeguarding Support (subsidised wages)	£56,032
Additional LSA Support (subsidised wages)	£8,991
Total Staffing Costs	£177,090.80
Resources	£30,000
Alternative Provision, including Haybrook College	£15,000
CPD	£10,000
Total Resources/Services/Training	£55,000
Total	£232,090.80
Estimated spend	£233,020

Recovery Premium Funding 2021 – 2022

In February 2021, the government announced a one-off Recovery Premium as part of its package of funding to support education recovery.

The Recovery Premium provides additional funding for state-funded schools in the 2021 to 2022 academic year. Building on the Pupil Premium, this funding will help schools to deliver evidence-based approaches for supporting disadvantaged pupils.

Schools should spend this premium on evidence-based approaches to support pupils. In line with the Education Endowment Foundation's Pupil Premium guide, activities should include those that:

- support the quality of teaching, such as staff professional development.
- provide targeted academic support, such as tutoring.
- deal with non-academic barriers to success in school, such as attendance, behaviour, and social and emotional support.

Like the Pupil Premium, schools can:

- spend the Recovery Premium on a wider cohort of pupils than those who attract the funding.
- direct Recovery Premium spending where they think the need is greatest.

Name	Total
Amount left from 2020 – 2021	£42,877
Amount received 2021 – 2022	£36,986
Total amount available:	£79,863
Associate Assistant Head including Recovery Premium	£4,680
Small Group Tuition	£55,000
Resourcing departments	£16,183
CPD	£4,000
Estimated spend	£79,863

Focus of Allocated Funding in 2021 – 2022

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 challenges to success and academic progress and 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 for closing the COVID-19 gap is to focus on literacy and numeracy catch up across the curriculum with specific intervention strategies. We will also use Recovery Premium 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. The Recovery Premium funding will also be used to offer small group tuition in all curriculum areas.

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. Peer mentoring with high achieving Year 13 students will also be utilised to help support with narrowing the gap.

Teaching and Learning

Staff will be supported in ensuring that they are aware of how to support all Pupil Premium students through giving regular updates and notices through staff meetings and inset training sessions. All Pupil Premium students will be tracked through all areas of the curriculum to ensure they receive the appropriate support to allow them to succeed. The Recovery Premium funding will be used to help provide staff with opportunities to develop teaching and learning allowing new strategies to be implemented within the classroom therefore, Pupil Premium students are able to make maximum progress. There will be an opportunity for Pupil Premium students in Year 11 to take part in revision weekends focusing on core subjects.

Cultural Capital

All students will have access to extra-curricular and enrichment opportunities, regardless of the students' background so that all aspects of the learned curriculum are available to all students with no additional cost to the students. Enrichment support includes subsidised trips available to students across different subject areas and year groups.

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/carers. A change in school policy regarding punctuality will also help to track and monitor patterns in attendance and punctuality.

Pupil Premium and Recovery Premium Strategies 2021 – 2022

Focus	Challenges to Learning	Desired Outcomes / Success Criteria	Rationale
To close the COVID gap for Pupil Premium students	Gaps in knowledge due to lockdown	Improved outcomes	Giving all Pupil Premium students equal opportunities to achieve
Chosen Strategies and Actions			
<ul style="list-style-type: none"> ▪ Following on from mock examination data (both Year 10 and 11), tailor the tutoring that is given to students to close the gap. ▪ Using teaching staff to implement a tutoring scheme as well as additional school staff tutoring to close the gap of knowledge for a range of subjects. 			
How is Impact Monitored?	Cost	Person(s) Responsible	
<ul style="list-style-type: none"> • Progress and outcomes 	£30 per hour	LIM and NJ	

Focus	Challenges to Learning	Desired Outcomes / Success Criteria	Rationale
Remove challenges to students and add personalised intervention	Gaps in knowledge due to lockdown	Improved progress, organisation, and attendance	Removing any additional challenges created throughout the covid pandemic
Chosen Strategies and Actions			
<ul style="list-style-type: none"> ▪ Small group workshops. ▪ Engagement sessions. ▪ Additional member of staff to support Pupil Premium students within Key Stage 3. 			
How is Impact Monitored?	Cost	Person(s) Responsible	
<ul style="list-style-type: none"> ▪ Attendance % improvement ▪ More/less achievement/behaviour points ▪ More engagement to learning 	£4,874	CE	

Focus	Challenges to Learning	Desired Outcomes / Success Criteria	Rationale
Attendance of Pupil Premium students	Ensuring students are in school and ready to learn to allow maximum progress	An increase in Pupil Premium students' attendance throughout the year	Ensuring that all Pupil Premium 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 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 identified. 			
How is Impact Monitored?	Cost	Person(s) Responsible	
<ul style="list-style-type: none"> • Attendance % will increase following interventions 	TBC	CE, GEL, CT, Pastoral Team and Directors of Learning	

Focus	Challenges 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 Pupil Premium 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 and annually tracking through outcomes 		CE, GEL, NJ, DJU and MIC	

Focus	Challenges 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 and Business Links Manager. 			
How is Impact Monitored?	Cost	Person(s) Responsible	
<ul style="list-style-type: none"> • Changes in students’ options choices in line with their next steps 	Approximately £4000	CE, MJE, JCW and LIM	

Focus	Challenges to Learning	Desired Outcomes / Success Criteria	Rationale
Pastoral and safeguarding support	Challenges 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 our pastoral mentor. ▪ Use the pastoral teams to create strong links between school and home. 			
How is Impact Monitored?	Cost	Person(s) Responsible	
<ul style="list-style-type: none"> ▪ Attendance and engagement in lessons ▪ Reduction in any behaviour points given and increased self-confidence and esteem, allowing students to engage further within lessons 	Approximately £40,000	CE, GEL, AD and Pastoral Team	

Focus	Challenges to Learning	Desired Outcomes / Success Criteria	Rationale
Removing challenges from learning	Any challenges to students learning which 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 Pupil Premium students. <ul style="list-style-type: none"> ▪ A bid will be completed by Curriculum Leaders at the beginning of each term. ▪ Additional opportunities for Curriculum Leaders to bid for resources to help develop teaching and learning within the department. 			
How is Impact Monitored?	Cost	Person(s) Responsible	
<ul style="list-style-type: none"> • A review submitted at the end of each term with the impact of each intervention/resource that was applied for and reviewed by Pupil Premium Coordinator 	TBC	Curriculum Leaders, CE and GEL	

Focus	Challenges 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 interventions 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	
<ul style="list-style-type: none"> ▪ Increased engagement of students within lessons ▪ Review of interventions completed 	Approximately £3,000	All Staff	

Focus	Challenges to Learning	Desired Outcomes / Success Criteria	Rationale
Personalised revision	Gaps in knowledge due to lockdown and disengagement	Increased engagement and motivation within their learning environments Increased independent revision	To raise progress and attainment and to ensure students are accessing the core subject areas
Chosen Strategies and Actions			
<ul style="list-style-type: none"> ▪ PGL revision weekends taking place across the year. ▪ Revision weekends to include tutoring sessions as well as team building activities. ▪ Focus on Maths, English, Science, and sessions on how to revise. 			
How is Impact Monitored?	Cost	Person(s) Responsible	
<ul style="list-style-type: none"> ▪ Increased engagement of students ▪ Review of interventions completed ▪ Feedback from students 	Approximately £3,000 per trip	LAS, GEL, DJU, NJ, ATK and LIM	

Focus	Challenges to Learning	Desired Outcomes / Success Criteria	Rationale
Support the mental health of students	Any challenges to student's mental health	To ensure all students feel safe and comfortable in their learning environment	Removing any additional challenges created throughout the COVID-19 pandemic
Chosen Strategies and Actions			
<ul style="list-style-type: none"> ▪ Employ an additional Mental Health First-Aider. 			
How is Impact Monitored?	Cost	Person(s) Responsible	
<ul style="list-style-type: none"> ▪ Attendance and engagement in lessons ▪ Reduction in any behaviour points given and increased self-confidence and esteem, allowing students to engage further within lessons 	Approximately £300	OR	

Focus	Challenges to Learning	Desired Outcomes / Success Criteria	Rationale
Quality- first teaching	Gaps in knowledge due to lockdown and disengagement	To ensure subject teachers can deliver high-quality learning experiences to improve outcomes for students	To raise progress and attainment
Chosen Strategies and Actions			
<ul style="list-style-type: none"> ▪ Embed formative assessment in classrooms. ▪ Use SSAT resources to support staff. 			
How is Impact Monitored?	Cost	Person(s) Responsible	
<ul style="list-style-type: none"> ▪ Attendance and engagement in lessons ▪ Reduction in any behaviour points given and increased self-confidence and esteem, allowing students to engage further within lessons 	Approximately £320	IA	

Focus	Challenges to Learning	Desired Outcomes / Success Criteria	Rationale
Use of data to personalise intervention	Gaps in knowledge due to lockdown and disengagement	To ensure subject teachers can deliver high-quality learning experiences to improve outcomes for students	To raise progress and attainment
Chosen Strategies and Actions			
<ul style="list-style-type: none"> ▪ Use of FFT Aspire. ▪ Additional CPD for staff. ▪ Personalised interventions which are data-driven. 			
How is Impact Monitored?	Cost	Person(s) Responsible	
<ul style="list-style-type: none"> • Termly through data monitoring and tracking and annually tracking through outcomes 	£575 +£1 per student	All Staff	

Focus	Challenges to Learning	Desired Outcomes / Success Criteria	Rationale
Use of online programmes to support independent learning	Gaps in knowledge due to lockdown and disengagement	To ensure students are supported with independent revision	To raise progress and attainment
Chosen Strategies and Actions			
<ul style="list-style-type: none"> ▪ Use of GCSEPod. ▪ Additional CPD for staff in the use of a wide range of digital learning methods including Microsoft Teams. 			
How is Impact Monitored?	Cost	Person(s) Responsible	
<ul style="list-style-type: none"> • Termly through data monitoring and tracking and annually tracking through outcomes 		All Staff	

Focus	Challenges to Learning	Desired Outcomes / Success Criteria	Rationale
Removing challenges from learning and empowering students	Gaps in knowledge due to lockdown and disengagement and low aspirations due to lockdown and local context	Increased engagement and achievement of higher prior attaining students achieving in-line with or above their target grades	To raise progress and attainment of prior higher attaining students
Chosen Strategies and Actions			
<ul style="list-style-type: none"> ▪ Use of Year 12 and Year 13 students to act as academic mentors for Year 10 and Year 11 students. ▪ Small group intervention to support across a variety of different subjects. 			
How is Impact Monitored?	Cost	Person(s) Responsible	
<ul style="list-style-type: none"> • Termly through data monitoring and tracking and annually tracking through outcomes 	£15 per hour	SFA, NJ and LIM	