

# The Westgate School: Pupil Premium Grant Expenditure Report

## 2017-2018

### Pupil Premium and Catch Up premium plan for 2017-2018

#### 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 2017. 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 who have been continuously looked after for the past six months (£1900 per child)
- For pupils who are adopted from care under the Adoption and Children Act 2002 or who have left care under a Special Guardianship or Residence Order (Post LAC) (£1900 per child)
- 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
2017 - 2018	£220,660
2016 - 2017	£247,775

	<b>2017-2018</b>
Percentage of disadvantaged pupils 01/09/2016	29.2% (257/879)
Income from FSM pupils eligible for the Pupil Premium as of April 2017	£213,060
Income from looked after pupils eligible for the Pupil Premium as of April 2017	£3800
Income from post looked after children eligible for the Pupil Premium as of April 2016	£3800
Number of service children eligible for the Pupil Premium as of April 2016	£0
<b>Total</b>	<b>£220,660</b>

## **Nature of the Support Provided in 2016-2017**

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. The major part of the grant was used to:

- Provide students with additional literacy and numeracy support through the implementation of accelerated reader, sound training and additional maths workshops.
- Support the funding of students on educational visits
- Provide additional music tuition
- Support with the work experience programme
- 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 Evenings
- Provide alternative educational courses for students unable to access the main curriculum
- Provide post 16 careers advice for students

## 2016 to 2017 Key successes related to Disadvantaged Students

- Provisional data using 2016 scores shows that:
- Disadvantaged students achieved a Progress 8 score of +0.54 which is considerably higher than the national figure of 0.00
- The progress made by disadvantaged students in Mathematics, at +0.48, was above national figures for non-disadvantaged students
- The progress made by disadvantaged students in English, at +0.57
- The progress made by disadvantaged students was also above national figures for non-disadvantaged in the English Baccalaureate at +0.78 and the Open qualification at +0.31.
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### Measuring the Impact of the Pupil Premium Grant – Outcomes in 2016-17

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	A* - C in 2015	A* - C in 2016	Standard Pass % 2017	Strong Pass % 2017	3 level Progress in 2015	3 level Progress in 2016	P8 2017
Disadvantaged Students	53	60	76	61	65	60	+0.57
Non-disadvantaged Students	53	69	Provisional figures 85	Provisional figures 65	48	70	Provisional figures from the DFE +0.53
Gap	0	-9	-9	-4	+17	-10	+0.05

<b>Maths</b>	<b>A* - C in 2015</b>	<b>A*- C in 2016</b>	<b>Standard Pass % 2017</b>	<b>Strong Pass % 2017</b>	<b>3 level Progress in 2015</b>	<b>3 level Progress in 2016</b>	<b>P8 in 2017</b>
Disadvantaged Students	62	62	67	42	73	69	+0.48
Non-disadvantaged Students	77	74	Provisional figures 82	Provisional figures 62	84	75	Provisional figures from the DFE +0.53
Gap	-15	-12	-15	-20	-11	-6	-0.05

<b>English &amp; Maths Threshold</b>	<b>Standard Pass % 2017</b>	<b>Strong Pass % 2017</b>
Disadvantaged Students (33)	61	39
Non-disadvantaged Students (126)	76	55
Gap	-15	-16

	<b>All</b>	<b>Gender</b>		<b>Non PP</b>	<b>PP</b>
		<b>Boys</b>	<b>Girls</b>		
<b>Entries</b>	<b>159</b>	<b>71</b>	<b>59</b>	<b>126</b>	<b>33</b>
Progress 8 Score	+0.55	+0.20	+0.89	+0.53	+0.54
English Progress 8	+0.55	+0.09	+1.07	+0.53	+0.57
Maths Progress 8	+0.55	+0.46	+0.62	+0.55	+0.48
EBacc Progress 8	+0.82	+0.56	+1.05	+0.8	+0.78
Other Progress 8	+0.27	-0.24	+0.81	+0.25	+0.31

	All	Gender		Non PP	PP
		Boys	Girls		
<b>Entries</b>	<b>159</b>	<b>71</b>	<b>59</b>	<b>126</b>	<b>33</b>
Attainment 8	50.03	44.9	55.8	51.14	45.98
English Attainment 8	10.69	9.46	12.16	10.88	10.06
Maths Attainment 8	9.62	9.01	10.32	9.92	8.55
EBacc Attainment 8	14.45	13.16	15.85	14.83	12.98
Other Attainment 8	15.27	13.27	17.51	15.52	14.39

### **Focus of Funding allocated 2017-2018**

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 and diminish any differences that may be present. 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 and courses. 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 differences 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 difference between Pupil Premium and non-Pupil Premium students are diminished.

#### **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**

Continue the implementation of strategies used to address attendance and punctuality rates between pupil premium and non-pupil premium students to diminish the difference.

## **Transition**

Continue to support students in the transition from Primary school to Secondary. We run transition visits with our learning champions to support as well as full transition days and the allocation of learning champions to support the smooth running of programmes allowing students to feel comfortable within the first few weeks at Westgate. Additional PE transition afternoons are also added with our local feeder schools to ensure all PP and non-PP students feel ready for the new challenges ahead.

## **Changes following evaluation of 2016 / 2017 results and practice**

- 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.
  - Implemented an outline of intended support plans to Directors of Learning for each year group to give an overview of support specifically available for PP students.
- 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.
- 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) through new parent portal app.
- Ensure effective use of catch up premium is used to ensure students are secondary ready at the end of the first term.
- Full review of department bidding process to allow all staff and students to access resources relevant to each term to aid the delivery of courses and progress of students.

**2017 – 2018**

**Pupil Premium Funding Plan & Strategies**

## Pupil Premium Funding 2017/2018

<b>Anticipated Pupil Premium Budget for 17/18 including Y7 Catch Up Funding</b>	<b>Total</b>
Total Deprivation EFA Calculation	£213,060
Students adopted from care	£0
Service Children	£0
LAC	£7600
<b>Total</b>	<b>£220,660</b>
Year 7 Catch Up Funding	<b>£19,946</b>
<b>Total Including Year 7 Catch Up Funding</b>	<b>£240,606</b>

<b>Name</b>	<b>Total</b>
Teacher i/c Pupil Premium (TLR)	£5,813
SENCO (10%)	£6,689
Teacher to Provide Additional Maths Group in Each Year	£44,620
Teacher to Provide Additional English Group in Each Year	£44,620
Additional Careers Intervention for Targeted Students	£3,566
Ongoing 1-1 Counselling Support (subsidised wages)	£11,648
Enhanced Pastoral & Safeguarding Support (subsidised wages)	£42,034
Additional LSA Support (subsidised wages)	£27,186
<b>Total Staffing Costs</b>	<b>£186,176</b>
Resources - Pupil Premium cost centre	£18,000
Alternative Provision costs - Haybrook	£36,000
Training annual conference	£230
<b>Total Resources/Services/Training</b>	<b>£54,230</b>
<b>Total</b>	<b>£240,176</b>
<b>Catch Up Funding</b>	<b>£19,946</b>
<b>Pupil Premium budget</b>	<b>£220,660</b>

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
<b>Chosen Strategies and actions</b>			
<ul style="list-style-type: none"> <li>• 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</li> <li>• Liaise with all staff to ensure students are equipped with all resources required to allow them to make maximum progress</li> </ul>			
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, 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.
<b>Chosen Strategies and actions</b>			
<ul style="list-style-type: none"> <li>• Work closely with the Pastoral Team and Linked member of SLT (DR) to ensure that students attendance if being carefully monitored and followed up on each day of absence</li> <li>• 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</li> </ul>			
How is impact monitored?	Cost	Person(s) Responsible	
Attendance %'s will increase following interventions	TBC	RY, DR, 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.
<b>Chosen Strategies and actions</b>			
<ul style="list-style-type: none"> <li>Staffing cost contribution to enable smaller classes in English/Maths</li> <li>Additional tutor time English and Maths small group intervention</li> </ul>			
How is impact monitored?	Cost	Person(s) Responsible	
<ul style="list-style-type: none"> <li>Termly through data monitoring and tracking</li> <li>Annually tracking through outcomes</li> </ul>	£90,000	RY, IW, KH, SR, 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
<b>Chosen Strategies and actions</b>			
<ul style="list-style-type: none"> <li>Year 9 Options speed dating with Year 10</li> <li>Every student to undergo an interview regarding their choices with a member of SLT <ul style="list-style-type: none"> <li>A meeting with the careers advisor</li> </ul> </li> </ul>			
How is impact monitored?	Cost	Person(s) Responsible	
Changes in students options choices in line with their next steps	Approx. £4000	RY, AAG, MJE	

Focus	Barriers to Learning	Desired Outcomes / Success Criteria	Rationale
Additional English and Maths support through resources, student workshops, external speakers and exam packs	Limited knowledge of specific topic areas creating a barrier to students achieving expected target grades	Improvement in students attainment within English and Maths Improved understanding of specific topic areas within both subjects	To allow students to achieve in line with target grade
Chosen Strategies and actions			
<ul style="list-style-type: none"> <li>• Additional English and maths tutor time intervention for selected students               <ul style="list-style-type: none"> <li>• External revision workshops for selected students</li> <li>• 1-2-1 support for individuals where required</li> </ul> </li> <li>• Additional time added to the curriculum for English and Maths intervention classes to maximise progress               <ul style="list-style-type: none"> <li>• After school clubs</li> </ul> </li> </ul>			
How is impact monitored?	Cost	Person(s) Responsible	
Increase in attainment levels (APR's)	TBC	KH, IW, RY, SR, English and Maths teaching staff	

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"> <li>• Refer students to our school counsellor where necessary to support with any additional needs               <ul style="list-style-type: none"> <li>• Link students to our the pastoral mentor</li> </ul> </li> <li>• Use the pastoral teams to create strong links between school and home</li> </ul>			
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.	£42,034	SS, RY, SG, AD, Pastoral Team	

Focus	Barriers to Learning	Desired Outcomes / Success Criteria	Rationale
Removing barriers from learning	Barriers to students learning	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
<b>Chosen Strategies and actions</b>			
<ul style="list-style-type: none"> <li>• Curriculum leaders department bidding process for resources or support material for PP students               <ul style="list-style-type: none"> <li>• A bid will be completed by CL's at the beginning of each term</li> </ul> </li> </ul>			
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