

Pupil premium strategy 2020 - 2021

1. Summary information										
School	The Westleigh School									
Academic Year	20120/21	Total PP budget	£361945			Date of most recent PP Review	Nov 2020			
Total number of pupils	Sep '20 - 887	Number of pupils eligible for PP	Sept '20 – 423 (47.69%)				Date for next internal review of this strategy	Mar 2021		
			7	8	9	10			11	All
			87/173	90 / 161	75 / 158	88 / 193			83 / 202	423 / 887
			50.29%	55.90%	47.47%	45.60%	41.09%	47.69%		

2. Current attainment						
	2019			2020		
	PP	nonPP	Difference	PP	nonPP	Difference
% Achievement 9 – 5 in English and maths	12.7%	35.3%	-22.6%	31.3%	48.9%	-17.6
% Achievement 9 – 4 in English and maths	30.9%	62.4%	-31.5%	57.8%	73.4%	-15.6%
Progress 8 score average	-0.862	-0.188	-0.674	N/A (CAGs)	N/A (CAGs)	-
Attainment 8 score average	30.28	43.31	-13.03	40.78	48.54	-7.76

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Current Reading Ages on entry to year 7 for PP students, in all year group, are lower than their non-PP peers. This is a barrier which prevents progress and ability to access exam paper material thus leading to less secure outcomes at KS4. Culture of reading at home is not embedded
B.	The difference is diminishing, however, PP students make less progress than non-PP students this will then have a negative impact on their performance overall.
C.	Attitude to learning, resilience and engagement in class is lower with disadvantaged students which is linked to lower progress.
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance of disadvantaged students is historically lower than non-disadvantaged. Attendance rates for PP students was 90.8% at the end of 2018/19 and 91.64% at the point of lockdown for 2019/20. This is below the target for all students of 95%. This reduces their school hours and causes them to fall behind on average

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria			
<p>A.</p> <p>To diminish the difference between chronological age and reading age by:</p> <ul style="list-style-type: none"> Utilising Accelerated Reader STAR reading assessments, quizzes and online library 'MyOn' at KS3. Utilising NGRT Paper Tests to measure and monitor progress in reading at KS4. Utilise Soundwrite (phonics) and Lexia in KS3 (and for KS4 where necessary) to accelerate reading progress. Paired reading intervention deployed In Y7 for those students who make less than average progress in reading. Group and Guided intervention deployed in Y8 and 9 for those students who make less than average progress in reading. Use reading ages to effectively inform lesson planning across the school. Improve the culture of reading for pleasure through a calendar of enrichments and rewards. Implement an effective Choral reading programme at form time to increase reading opportunities for all pupils. <p>Measured by: Lexia data, star assessments and NGRT Tests, calendared as follows:</p> <p>Y7: week 3, 19 and 33 Y8: week 4, 20 and 34 Y9: week 5, 22 and 35 Y10: week 5, 38 Y11: week 3 and 27</p>	<ul style="list-style-type: none"> Reading growth in literacy improves based on 2019/20 measures 				
	2019	Outcomes 2019/20	2020	Min. Expected 2020/21	
	Y7	71% of students have an expected SGP (33% were above average)	Current Y7	70% of students to have an average SGP by STAR test 3. (STAR 2 comparison needed)	
	Y8	63% of students have an average SGP (31% were above average)	Current Y8	75% of students to have an average SGP by STAR test 3.	
	Y9	69% of students have an average SGP (38% were above average)	Current Y9	70% of students to have an average SGP by STAR test 3.	
	Y10		Current Y10	75% of students to have an average SGP by STAR test 3.	
	Y11		Current Y11	75% of students to have an average SGP by STAR test 3.	
<p>B.</p> <p>Diminish the difference between Year 11 PP students and their peers nationally</p> <ul style="list-style-type: none"> Data tracked and measured at each data collection throughout the year. Students not making expected progress will be identified and intervention, initially at subject level, will be put in place. <p>Measured by: internal data analysis, intervention impact evidence</p>	<p>Diminish the difference in outcomes for Year 11 PP student when compared to nonPP students by ensuring at least 24% of PP students achieve level 5+ in ME.</p>				
<p>C.</p> <p>Raise aspirations for students.</p> <ul style="list-style-type: none"> Identify PP students who are disengaged/disaffected Mentoring programme to improve ATL Rewards system for PP students with raised ATL. Interventions which will reduce the number of PP students who are excluded or placed into internal exclusion <p>Measured by: AtL data, rewards analysis, exclusion data, internal exclusion data, staff and student voice.</p>	<ul style="list-style-type: none"> ATL improved resulting in fewer behaviour logs and increased progress. The average ATL for PP students in each year group is 3+ A minimum of 90% PP students achieve an ATL score of 3+ Students indicate mentoring has improved their attitude to learning. Staff voice indicates that PP students have increased aspirations over the programme. 				

		<ul style="list-style-type: none"> There has been a reduction in the number of exclusions for PP students across all year groups when compared to previous years, and exclusion rates for non-PP.
D.	<p>Improved attendance rates of PP students by:</p> <ul style="list-style-type: none"> Reducing the number persistent absentees among PP students Improving the overall attendance among PP students to be at least in-line with non-PP students. <p>Measured by: Attendance data monitored half termly</p>	<ul style="list-style-type: none"> Diminish the difference of attendance rates of PP students, improving from 91.64% to be more in line with non-PP students at 95%

Planned expenditure					
Academic year	2020/21				
Quality of teaching for all					
Intended outcome	Action	Staff lead	How will you ensure it is implemented well?	When will you review implementation?	What is the evidence and rationale for this choice?
<p>To narrow the gaps in knowledge as a result of COVID 19</p> <p>Diminish the difference between PP and nonPP students.</p>	<p>Provide extra support in maths, English and science by reducing class sizes to ensure high attainment.</p>	<p>PLS (Maths and English) NTS (Science)</p>	<p>Analysis of data throughout the academic year</p> <p>Regular and rigorous line management by PLS and NTS of maths, English and Science Leads using FLMA.</p>	<p>After DC1, DC2 and DC3 for all year groups.</p> <p>LM every two weeks, with half termly FLMA scrutiny to ensure rigour.</p>	<p>Small group interventions with highly qualified subject specialists are known to be effective. Research from the NFER states that teacher quality is important to pupils' learning and that it particularly benefits <u>disadvantaged pupils</u>. [Larger classes] would reduce the amount of attention [teachers] could give to individual pupils during lessons and that this could have a negative impact on their learning</p> <p>Research from the EEF has shown that small group instruction and one to one tutoring are effective ways to improve attainment.</p> <p>Reduction in class size allows the teacher greater proximity to the students and thus more opportunities for one-to-one and</p>

					small-group instruction. It also allows for high quality feedback which is an effective way to improve attainment.																							
<p>Quality First Teaching, based on the non-negotiables will provide students with the support they need to make progress. QFT will be evidence via lesson drop-ins, detailed work scrutiny targets</p> <p>Faculty LTPs to recover content from term 3 (NTS)</p> <p>Deploy catch up plans and mentoring action plans with disadvantaged students (PLS)</p>	NTS	<p>SOW identify plans for PP progress</p> <p>Faculty RAPs plan effectively for PP students</p> <p>Work book scrutiny to ensure progress.</p> <p>Lesson drop ins and learning walks identify PP strategies as per faculty T&L policies are deployed</p>	Scrutiny of processed as per FLMA timeline	<p>Students have been out of education since 23rd March due to national lockdown. LTPs, catch up and mentoring plans will support the filling of gaps.</p> <p>Covid is still causing disruption to education whereby online, remote learning is necessary for the continuation of education. The last data collection for current Y11 (March of Year 10) shows PP students are behind in the majority of measures.</p> <p>Whilst the difference is diminishing, there is still a gap</p> <table border="1"> <thead> <tr> <th colspan="4">2019/20</th> </tr> <tr> <th></th> <th>PP</th> <th>nonPP</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td>% 9 – 5 EM</td> <td>31.3%</td> <td>48.9%</td> <td>-17.6</td> </tr> <tr> <td>% 9 – 4 EM</td> <td>57.8%</td> <td>73.4%</td> <td>-15.6%</td> </tr> <tr> <td>P8</td> <td>N/A</td> <td>N/A</td> <td>-</td> </tr> <tr> <td>A8</td> <td>40.78</td> <td>48.54</td> <td>-7.76</td> </tr> </tbody> </table>	2019/20					PP	nonPP	Diff	% 9 – 5 EM	31.3%	48.9%	-17.6	% 9 – 4 EM	57.8%	73.4%	-15.6%	P8	N/A	N/A	-	A8	40.78	48.54	-7.76
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<p>Undertake audit to outline areas of the curriculum that can't be delivered though online learning (PLS)</p> <p>Create online and offline resources to support remote learning where needed (PLS)</p>	PLS/NTS	<p>Student voice indicates that all learners are able to complete learning at home for all elements of the curriculum.</p> <p>Data analysis undertaken at the end of each data collection and actions plans deployed as result of outcomes.</p>	Half termly	<p>There is a likelihood that students will need to self-isolate and carry on with their school work remotely.</p> <p>A large proportion of students do not have access to digital devices, therefore it is imperative that offline resources are also available.</p>																								
Provide a mentor for all Y11 disadvantaged students to keep track of progress, attitude to	JCS	Learner consultations to ensure students are clear on their progress and how to address their next steps.	Half termly	According to the EEF, mentoring aims to build confidence, develop resilience and character, or raise aspirations, rather than to																								

	learning and to support them in improving				develop specific academic skills or knowledge.
	Create PP 'War boards' highlighting key students for timely intervention	JCS	Analysis of data throughout the academic year. SLT drop ins during faculty meetings to ensure war boards are being used effectively.	Half termly	
	Create a team of 'PP Champs' from each faculty, focussing on progress and attitude to learning at a subject level.	JCS	PP Champions in each faculty: <ul style="list-style-type: none"> raise awareness and draw attention to the progress and ATL of disadvantaged students within faculty meetings to ensure underperformance is identified and actions are in place. identify and share good pedagogical practice within the faculty that improves outcomes for disadvantaged students. Identify examples of good practice for discussion at PP Champion meetings 	Meet fortnightly and review termly	EEF – collaborative strategies and sharing of good practice can have moderate impact for low cost
Improve reading ages/growth following regression in reading ages as a result of COVID 19	Track and monitor reading data at KS3 using STAR reader Track and monitor reading data at KS4 using NGRT paper tests Implement interventions to close gaps, such as: <ul style="list-style-type: none"> group & guided reading including year 10 EAL. 'MyOn' intervention lessons using English tablets, small groups. REM - Peer reading at form time. Demonstrate the use of reading age data in lesson planning	DEN DEN DEN DEN	Assessment of AR Reading ages/growth/engagement to ensure reading improves. Address the increasing reading vs. age gap in year 9* and raise the average reading age from 11:03 to 12 years Address the increasing reading gap in Y8 and raise the average reading age from 11:01 to 11.06 CPD for staff to support the use of reading age data in lesson planning Learning Walks and Work Scrutiny to assess the suitability of reading material Share reading ages with staff and parents after each AR test.	Analysis three times a year for 7 and 8 and twice for 9 and 10. Drop ins completed by SLT and centrally stored.	Accelerated Reader was shown to have a positive impact in an independent evaluation. By the end of Y8, 71% of PP students made average or above average progress in reading. Reading ages for PP students are lower than non-PP students. Reading ages are not in line with chronological age. EEF evidence shows that reading comprehension strategies are effective way to improve attainment Reading age has a considerable impact on the ability for a student to access

	Improve the culture of reading for pleasure	DEN			examination material at the end of key stage 4. EEF research on peer tutoring (e.g. paired reading) impacts on attainment
				Costs	£230854

ii. Targeted Support					
Intended outcome	Action	Staff lead	How will you ensure it is implemented well?	When will you review implementation?	What is the evidence and rationale for this choice?
<p>Problem behaviour addressed specific to PP students</p> <p>Provide support for disadvantaged students who display problem behaviours to raise their aspirations and keep them in education.</p>	<p>Intensive pastoral, therapeutic and behaviour support for high profile PP students which includes support from the inclusion centre, safeguarding teams, Orchard and Alternative Provision. This includes:</p> <ol style="list-style-type: none"> 1. Pastoral support staff allocated caseloads to meet the specific individual needs of students 2. Use pastoral staff to engage with parents before intervention begins. 3. Academic support via bespoke curriculum delivered through the Orchard centre with the main aims of preventing P/E, improving attendance and engagement, reducing barriers to learning, reducing FTEs & IE and improving ATLS. 	<ol style="list-style-type: none"> 1. TKS 2. TKS 3. GJS 	<p>Analysis of the following data throughout the academic year:</p> <ul style="list-style-type: none"> • ATL data • Exclusion data • Social/Welfare data • Outcomes across DC1 to 3 <p>Regular line management of pastoral staff and pastoral team meetings to ensure focus remains on PP students.</p> <p>Ensure identification of students is fair, transparent and properly recorded.</p> <p>Increase in numbers of rewards</p> <p>Orchard impact update provided to SLT once per half term focussed on targets identified on entry for each student.</p>	<p>Half termly analysis of data, including presentation to SLT at strategic SLT meeting.</p> <p>Staff survey completed three times as year (in line with SET surveys).</p> <p>Half termly AP impact shared to SLT and reported to the governing body each term.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older students.</p> <p>The NFER also states that focussing on behaviour (as well as attendance and QFT) contributes to improvement</p> <p>Last academic year, whilst the data stabilised, there are still significantly more PP students who are given a Fixed Term Exclusion compared to nonPP students</p> <p>ATL scores for PP students are broadly in line with non-PP however this continues to be a focus point to monitor</p> <p>The vast majority of Orchard students last year were PP students</p>

	<p>4. HLTA to provide bespoke 1 to 1 and small group intervention packages focussing on learning support and behaviour management specific to PP students who are also SEND</p> <p>5. Provide external alternative provision for PP students</p> <p>6. Team around the child approaches to intervention</p> <p>7. Sharper reintegration following exclusion</p>	<p>4. GJS</p> <p>5. GJS</p> <p>6. TKS</p> <p>7. TKS</p>	<p>Staff survey will report an improvement in behaviour and PP students will have an ATL scores of 3+.</p>		<p>64% of SEN students are also PP students</p> <p>Safeguarding is our utmost priority and would always be given the attention required. Greater social/welfare issues arise with our PP students. The ratio of PP to nonPP students receiving safeguarding support remains at around 3:1</p>
<p>To improve attendance and close the gap between disadvantaged and non-disadvantaged nationally</p>	<p>Track and monitor attendance weekly and implement bespoke support in a timely manner. This will include attendance clinics for families of PP students on a case-by case basis.</p> <p>The attendance policy (post Covid) is relaunched and embedded consistently.</p> <p>Provide intervention and rewards to promote and encourage good attendance.</p> <p>Request AET support for ingrained poor attendance</p>	<p>TKS</p> <p>TKS</p> <p>TKS</p> <p>TKS</p>	<p>Weekly meetings with TKS and attendance officer to analyse attendance data and identify impact of case loads.</p> <p>Implementation of strategies such as:</p> <ul style="list-style-type: none"> • Letters about attendance to parent/carers. • Attendance Officer to visit all PA at home to discuss attendance with parents/carers and explore barriers • Rewards to encourage good attendance • Organisation of Attendance Clinics on a case-by-case basis • Tracking of data, identify trends and implement therapy 	<p>Weekly minuted meetings between TKS and Attendance Officer</p>	<p>DfE research states that there is a clear link between poor attendance and lower academic achievement</p> <p>Advice from National Strategies says</p> <ul style="list-style-type: none"> • the link between attendance and achievement are strong • Students with persistent absence are less likely to attain at school and stay in education after the age of 16 years. <p>Focussing on attendance (as well as behaviour and QFT) contributes to improvement.</p> <p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p> <p>Whilst the gap is narrowing and attendance has improved, the attendance of PP students is still lower than nonPP.</p>

				Costs	£113591
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iii. Other approaches					
Intended outcome	Action	Staff lead	How will you ensure it is implemented well?	When will you review implementation?	What is the evidence and rationale for this choice?
To improve students' experience during unstructured times	<p>Deliver a programme of Covid-safe extra-curricular activities ranging from, but not limited to, sporting activities, IT Clubs, drama clubs, homework support, reading initiatives and games clubs.</p> <p>'Feel Good Fridays' are launched with 'feel good activities' for staff and students to celebrate</p>	<p>JCS</p> <p>JCS</p>	<p>Calendar of enrichment/extra-curricular opportunities is published on the school website and advertised clearly around school.</p> <p>Monitoring of behaviour logs</p> <p>Registers show students are taking part in extra-curricular activities</p> <p>Student voice will show that the majority of students appreciate and enjoy the activities available.</p>	<p>Halt termly</p> <p>Twice a year</p>	<p>Improving attitudes and aspirations cause higher levels of attainment</p> <p>Providing structure to unstructured times reduces poor behaviour and attitude.</p> <p>EEF - Behaviour interventions seek to improve attainment by reducing challenging behaviour</p>
To broaden and embed a curriculum, which develops' students character and aspirations.	<p>360 Profiles for all Y11 PP students which includes:</p> <ul style="list-style-type: none"> • Prior attainment • CATS • Current progress, ATL and Attendance • T&L support • Turbulence factors 	JCS	<p>Update 360s following each data drop.</p> <p>Provide CPD for Mentors</p> <p>Staff and student voice evidences that the mentoring programme is worthwhile</p> <p>Outcomes evidence that the mentoring programme supports good progress</p>	Three times a year after each data collection point.	<p>The EEF clearly state that the benefits of mentoring is variable and that the impact is difficult to measure due to the variety of different mentoring methods. Equally as important for our school, the EEF state there are "risks associated with unsuccessful mentor pairings, which may have a detrimental effect on the mentee".</p> <p>Mentoring has proved to work at Westleigh, and is based primarily on relationships in</p>

	All Y11 PP students are provided with a mentor focusing on progress, attendance and ATLS				order to promote the best outcome for our students. This will continue to be monitored.															
	<p>Deliver a programme of enrichment experiences. All students experience at least 5 'covid-safe' additional experiences from the Westleigh Curriculum Pledge, such as:</p> <ul style="list-style-type: none"> • Participate in a careers event • Have an Arts experience • Support a school charity fundraising event • Experience the natural world. <p>Enrichment Tracker in place</p>	JCS	<p>Organise a range of enrichment activities that span the 4 elements of CAST.</p> <p>For paid activities, request voluntary contributions from parents and the funding will not extend to pay for all.</p> <p>Update the tracker after each event to ensure all students are experiencing all areas of the Curriculum Pledge</p> <p>Student voice evidences that students appreciate and enjoy the activities available</p>	<p>Half termly</p> <p>Twice a year</p>	EEF research evidences that enriching education has intrinsic benefits. They state that all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education															
	<p>Design and deliver a comprehensive programme of careers guidance and support using the Gatsby benchmarks</p> <p>Provide enhanced 1:1 careers guidance with a trained careers advisor</p> <p>Plan for college experiences with a wide range of pathways.</p> <p>Focus experiences at those most disadvantaged to raise aspirations and engagement</p>	JCS	<p>Regular monitoring against the Gatsby Benchmarks will take place to ensure we achieve 100% of the benchmarks by Summer 2021</p> <p>PP students with high RoNI scores will be prioritised to meet with the careers advisor</p> <p>RoNI CPD will be delivered to the senior team</p> <p>All feeder colleges will present to Y11 students and support through the application process</p> <p>All Y11 and 10 students will be surveyed to identify their chosen career path and bespoke CEIAG provided</p>	Termly	<p>EEF toolkit shows that opportunities to engage in enrichment activities can be effective in improving attainment</p> <p>Some of our students don't have access to a variety of enrichment opportunities and cultural experiences; this can limit their aspirations post 16.</p> <p>Education, Employment and Training data evidences:</p> <table border="1"> <thead> <tr> <th></th> <th>School</th> <th>LA</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>93.9%</td> <td>95.7%</td> </tr> <tr> <td>2017</td> <td>96.6%</td> <td>96.4%</td> </tr> <tr> <td>2018</td> <td>95.1%</td> <td>95.4%</td> </tr> <tr> <td>2019</td> <td>97.2%</td> <td>95.7%</td> </tr> </tbody> </table>		School	LA	2016	93.9%	95.7%	2017	96.6%	96.4%	2018	95.1%	95.4%	2019	97.2%	95.7%
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			All faculties will contribute to the careers section of the school website with clear careers guidance linked to their subjects		
	Provide 1 years musical instrument tuition to disadvantaged students who have opted for Music	TAD	Peripatetic tutors will be organised by TAD Music tuition will be scheduled on a rotational basis where possible	Termly	Some of our students are not in a position to fund musical instrument tuition that will have an impact on their ability to secure higher grades at key stage 4 music.
				Costs	£17500

5. Review of expenditure																																																															
Previous Academic Year		2019/20																																																													
i. Quality of teaching for all																																																															
Intended outcome	Action	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost																																																											
Diminish the difference between PP and nonPP students	<p>Provide extra support in maths, English and science by reducing class sizes to ensure high attainment</p> <p>Quality First Teaching, based on the non-negotiables will provide students with the support they need to make progress. QFT will be evidence via lesson drop-ins, detailed work scrutiny targets. Subject specific CPD will also be delivered by Heads of Faculty throughout the year.</p> <p>To provide a mentor for PP students with the greatest need to keep track of progress and support them to improve.</p>	<p>PP performance 2019/20 – Headline statements</p> <p>Exam outcomes</p> <p>The table directly below identifies the headline data for PP and nonPP, comparing CAGs from 2020 to exam results in 2019. In all measures, PP data has improved and the gap between PP and nonPP has narrowed.</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">PP</th> <th colspan="3">nonPP</th> <th colspan="3">Diff – 2019 v 2020</th> </tr> <tr> <th>2019</th> <th>2020</th> <th>Diff</th> <th>2019</th> <th>2020</th> <th>Diff</th> <th>PP</th> <th>nonPP</th> <th>+/-</th> </tr> </thead> <tbody> <tr> <td>A8</td> <td>30.57</td> <td>40.78</td> <td>+10.21</td> <td>43.72</td> <td>48.54</td> <td>+4.82</td> <td>10.21</td> <td>4.82</td> <td>+5.39</td> </tr> <tr> <td>P8</td> <td>-0.85</td> <td>+0.03</td> <td>+0.88</td> <td>-0.13</td> <td>0.40</td> <td>+0.53</td> <td>0.88</td> <td>0.53</td> <td>+0.35</td> </tr> <tr> <td>5+EM</td> <td>12.7</td> <td>31.3</td> <td>+18.6</td> <td>35.3</td> <td>48.9</td> <td>13.6</td> <td>18.6</td> <td>13.6</td> <td>+5.00</td> </tr> <tr> <td>5+E</td> <td>21.8</td> <td>42.2</td> <td>+20.4</td> <td>57.6</td> <td>57.4</td> <td>-0.2</td> <td>20.4</td> <td>-0.2</td> <td>+20.6</td> </tr> </tbody> </table>		PP			nonPP			Diff – 2019 v 2020			2019	2020	Diff	2019	2020	Diff	PP	nonPP	+/-	A8	30.57	40.78	+10.21	43.72	48.54	+4.82	10.21	4.82	+5.39	P8	-0.85	+0.03	+0.88	-0.13	0.40	+0.53	0.88	0.53	+0.35	5+EM	12.7	31.3	+18.6	35.3	48.9	13.6	18.6	13.6	+5.00	5+E	21.8	42.2	+20.4	57.6	57.4	-0.2	20.4	-0.2	+20.6	<p>Reducing class sizes in core subjects has supported improved outcomes.</p> <p>Student voice highlighted mentoring to be beneficial and supportive.</p>	<p>£212,118 – salaries for Maths, English and Science teachers</p> <p>£2000 split between all faculties to provide subject specific CPD</p> <p>£1500 for PP mentee rewards</p>
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Ensure all PP students have access to the materials they need to enable them to access the curriculum

To provide Access Arrangements for those PP students in need

5+M	18.2	45.3	+27.1	42.4	58.5	16.1	27.1	16.1	+11.00
4+EM	30.9	57.8	26.9	62.4	73.4	11	26.9	11.0	+15.90
4+E	36.4	67.2	30.8	70.6	77.7	7.1	30.8	7.1	+23.70
4+M	40	68.8	28.8	70.6	76.6	6	28.8	6.0	+22.80

Comparison at in-year Data Collection Point

An alternative comparison of 2019/20 PP progress would be to compare in-year data collection points between the 2018/19 and 2019/20 cohorts.

The following headline statements follow on from comparisons between 2018/19 DC2 and 2019/20 DC2:

A8	<ul style="list-style-type: none"> Average A8 for PP students increased by 7.55 points from 27.43 to 34.98 PP students diminished the difference in average A8 by an additional 4.87 points due to the increase of 7.55 A8 points for PP compared to 2.68 for nonPP The average A8 grade for PP students increased by 0.76 (¼ of a grade) compared to 0.27 (¼ of a grade) for nonPP students
P8	<ul style="list-style-type: none"> Average P8 increased by 0.69 for PP students compared to 0.38 for nonPP students
5+EM	<ul style="list-style-type: none"> The increase of 5+EM for PP students stayed in line with nonPP students. Percentage increases were 11.7% and 11.8% respectively.
4+EM	<ul style="list-style-type: none"> increased by 15.9% for PP compared to 10.3% for nonPP 4+ English increased by 24.3% for PP compared to 4.6% for nonPP 4+ Maths increased by 28.2% for PP compared to 12.9% for nonPP
5 standard passes inc EM	<ul style="list-style-type: none"> Increased by 12.8% for PP compared to 9.4% for nonPP
5 strong passes inc EM	<ul style="list-style-type: none"> Increased by 8.6% for PP compared to 7.8% for nonPP. A slight increase, but an increases nevertheless.

£5000 towards curriculum materials

£5000 towards exam and revision materials

£4000 towards Access Arrangements

£70 towards resources for Most Able CPD

<p>Diminish the difference in reading ages compared to chronological age</p>	<p>Baseline reading tests for all year groups as follows:</p> <ul style="list-style-type: none"> Y7/11 – week 3 Y8 – week 4 Y9/10 – week 5 <p>Accelerated Reader strategy rolled out for Y7, 8 and 9</p> <p>Reading ages communicated to parents via school reports</p> <p>Literacy growth celebrated and rewarded</p> <p>Paired reading:</p> <ul style="list-style-type: none"> KS4 paired with Y7 Parent/grandparent readers 	<p>At the point of 'lockdown' in March 2020, the literacy growth for 66.7% of KS3 PP students was as expected or above. In comparison, 71.6% of KS3 students made at least expected progress by the end of 2018/19.</p> <p>Due to lockdown, the calendared Star assessments from week 33 onwards did not go ahead so it is difficult to carry out a like for like comparison.</p>	<p>Despite last years efforts, the greatest concern is that students reading ability will have declined further due to lockdown. Therefore, it is imperative that reading and literacy is given the focus and credence needed, hence it is a priority within the school RAP 2020/21</p>	<p>£2000 for choral reading resources</p> <p>£1000 for reading rewards</p>																		
<p>Raise aspirations for students.</p> <ul style="list-style-type: none"> Identify PP students who are disengaged/disaffected Mentoring programme to improve ATL Rewards system for PP students with raised ATL. Interventions which will reduce the number of PP students who are excluded or placed into internal exclusion Have access to resources they need Experience at least one future pathway, cultural/natural world visit by the end of the year. All PP students are on a future pathway after leaving school. 	<p>Intensive pastoral, therapeutic and behaviour support for high profile PP students which includes support from the inclusion centre, safeguarding teams, Orchard and Alternative Provision. This includes:</p> <ul style="list-style-type: none"> Pastoral support staff allocated caseloads to meet the specific individual needs of students Academic support via bespoke curriculum delivered through the Orchard centre with the main aims of preventing P/E, improving attendance and engagement, reducing barriers to learning, reducing FTEs & IE and improving ATLs. <p>HLTA 1 to 1 and small group intervention packages focussing on learning support an</p>	<p>Outcomes</p> <p>The improved DC2 data and CAG outcomes for PP students (see first intended outcome in this Review section) evidences that students were more engaged and aspired to achieve. The mentoring programme wasn't the sole reason for this but was helpful in providing the important, wrap-around support needed.</p> <p>ATLs</p> <p>Average ATLs for each year group were broadly in line with nonPP. The table below shows the average ATLs in term 1 and term 2, showing similarities between PP and nonPP; Last years 9 and 10 cohorts are slightly lower but not significantly.</p> <table border="1" data-bbox="1025 1273 1659 1503"> <thead> <tr> <th></th> <th></th> <th>Term 1</th> <th>Term 2</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Year 7</td> <td>PP</td> <td>3.05</td> <td>3.04</td> </tr> <tr> <td>Non PP</td> <td>3.05</td> <td>3.04</td> </tr> <tr> <td rowspan="2">Year 8</td> <td>PP</td> <td>3.03</td> <td>3.02</td> </tr> <tr> <td>Non PP</td> <td>3.04</td> <td>3.02</td> </tr> </tbody> </table>			Term 1	Term 2	Year 7	PP	3.05	3.04	Non PP	3.05	3.04	Year 8	PP	3.03	3.02	Non PP	3.04	3.02	<p>The regular tracking of progress, ATLs and attendance are helpful. In future data needs to be split down further in different groups, such as:</p> <p>PP girls/nonPP girls PP SEND/nonPP SEND PP EAL/nonPP EAL etc</p>	<p>£75,987 – funding towards salaries</p> <p>£5,000 - from Pastoral sub-fund for rewards and supporting basic needs</p> <p>£15,000 – from Alternative Provision sub-fund</p>
		Term 1	Term 2																			
Year 7	PP	3.05	3.04																			
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	<p>behaviour management specific to PP students who are also SEND</p> <ul style="list-style-type: none"> • External alternative provision for PP students • 1 years musical instrument tuition to 22 PP students who have opted for Music • Westleigh Curriculum Pledge is rolled out • Employ careers advisor to meet with every student and support next steps. 	<table border="1" data-bbox="1025 65 1659 411"> <tr><td colspan="4"> </td></tr> <tr><td>Year 9</td><td>PP</td><td>3.00</td><td>2.99</td></tr> <tr><td></td><td>Non PP</td><td>3.05</td><td>3.04</td></tr> <tr><td colspan="4"> </td></tr> <tr><td>Year 10</td><td>PP</td><td>3.00</td><td>2.99</td></tr> <tr><td></td><td>Non PP</td><td>3.03</td><td>3.02</td></tr> <tr><td colspan="4"> </td></tr> <tr><td>Year 11</td><td>PP</td><td>3.03</td><td>3.03</td></tr> <tr><td></td><td>Non PP</td><td>3.04</td><td>3.03</td></tr> </table> <p>Internal Exclusions</p> <table border="1" data-bbox="1025 501 1285 584"> <tr><td>PP</td><td>65%</td></tr> <tr><td>Non PP</td><td>35%</td></tr> </table> <p>IE data for 2018/19 was not split into PP/nonPP so unable to compare one year against another. However, when looking at HT1 versus HT2, the number of internal exclusions reduced from 66% to 64% showing a slow but positive move in reducing the PP exclusions.</p> <p>FTEs FTEs stabilised for PP students, with 64 FTEs up until lockdown, compared with 66 PP FTEs for two-thirds of 2018/19. It is worth noting, of the 64 FTEs, 52 of these were from 18 students who had been sanctioned multiple times.</p> <p>Education, Employment and Training data :</p> <table border="1" data-bbox="1025 1086 1514 1289"> <thead> <tr><th></th><th>School</th><th>LA</th></tr> </thead> <tbody> <tr><td>2016</td><td>93.9%</td><td>95.7%</td></tr> <tr><td>2017</td><td>96.6%</td><td>96.4%</td></tr> <tr><td>2018</td><td>95.1%</td><td>95.4%</td></tr> <tr><td>2019</td><td>97.2%</td><td>95.7%</td></tr> </tbody> </table>					Year 9	PP	3.00	2.99		Non PP	3.05	3.04					Year 10	PP	3.00	2.99		Non PP	3.03	3.02					Year 11	PP	3.03	3.03		Non PP	3.04	3.03	PP	65%	Non PP	35%		School	LA	2016	93.9%	95.7%	2017	96.6%	96.4%	2018	95.1%	95.4%	2019	97.2%	95.7%		<p>£5000 towards Pledge experiences</p> <p>£5390 for Musical Instrument Tuition</p> <p>£6000 – from Careers sub-fund</p>
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<p>Improving the overall attendance among PP students to be at least in-line with non-PP students.</p>	<p>A greater focus on attendance of PP students specifically including identified case loads and priority calls.</p>	<p>The data below shows PP attendance improved when compared to the previous year and the gap between PP and nonPP narrowed.</p>	<p>Short term rewards strategies focussing on attendance have an impact on attendance.</p>	<p>£15,020 – funding towards salary</p>																																																							

	<p>Attendance CPD for Heads of Year w/c 28th Oct to ensure all clear on attendance processes and protocols.</p>	<p>Data up to HT3 due to Covid lockdown</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>nonPP</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>90.8%</td> <td>95%</td> <td>-4.2%</td> </tr> <tr> <td>2019/20</td> <td>91.64%</td> <td>94.95%</td> <td>-3.3%</td> </tr> </tbody> </table>		PP	nonPP	Diff	2018/19	90.8%	95%	-4.2%	2019/20	91.64%	94.95%	-3.3%	<p>Prioritising PP students by ensuring they are the first to be contacted in the event of absence has been positive,</p>	<p>£1000 for attendance strategy rewards</p>
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