

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	The Westleigh School
Number of pupils in school	881
Proportion (%) of pupil premium eligible pupils	48.69%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	November 2021
Date on which it will be reviewed	March 2022
Statement authorised by	Carlton Bramwell
Pupil premium lead	Jo Coleman
Governor / Trustee lead	Jon Holland

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£382,955
Recovery premium funding allocation this academic year	£59,160
School Led Tutoring	£49,612.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 491,727.50

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. This pupil premium strategy works towards achieving those objectives by focussing on narrowing the gaps as a result of Covid-19 in order to diminish the difference between our disadvantaged and non-disadvantaged students.

One of our main challenges is reading ability, and therefore one of the key principles of this strategy plan is to improve the reading habits and reading ages in all year groups. We have focussed heavily on this area and will ensure our disadvantaged students have access to the most appropriate reading material, participate in reading schemes and develop a love for reading in order to allow them to access all areas of their curriculum.

This plan also provides support for disadvantaged students who display problem behaviours to raise their aspirations and keep them in education. This also includes improving the attendance gap by exploring the barriers and enabling good attendance.

We also value the benefits of students experiences outside of the classroom and the provided curriculum and as such, this plan focuses on improving students' experiences by broadening their curriculum offer which develops students' character and aspirations.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<b>Current Reading Ages</b> on entry to year 7 for PP students, in all year groups, 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. <b>Culture</b> of reading at home is not embedded
2	The difference is diminishing, however, PP students make less <b>progress</b> than non-PP students this will then have a negative impact on their performance overall.
3	<b>Attitude to learning, resilience and engagement</b> in class is lower with disadvantaged students which is linked to lower progress.
4	<b>Attendance</b> of disadvantaged students is historically lower than non-disadvantaged. <b>Attendance rates</b> for PP students was 90.8% at the end of

2018/19 and 91.64% at the point of lockdown for 2019/20 and 86.74% in 2021/21 during a very disruptive year (Covid-related lockdown). This is below the target for all students of 95%. This reduces their school hours and causes them to fall behind on average

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria																																																																																																																																																							
<p>To diminish the difference between chronological age and reading age by:</p> <ul style="list-style-type: none"> <li>Utilising Accelerated Reader STAR reading assessments to identify strengths and weaknesses in reading by student/class/year.</li> <li>Utilising Accelerated Reader quizzes (books and articles) to monitor and reward reading habits, comprehension skills and 'word counts'.</li> <li>Utilising the AccessIt online library system to provide a variety of reading platforms, challenges, competitions with fiction/non-fiction texts.</li> <li>Ensuring all KS3 students have an effective fortnightly library lesson and reading homework is set and followed up on.</li> <li>Rewarding 3 students weekly per year group for reading engagement – measured by word count and quiz completion.</li> <li>Targeting 'Reading Champions' for 'Cake &amp; Classics' enrichment reading club.</li> <li>Utilising Soundwrite (phonics) where necessary to accelerate reading progress.</li> <li>Monitoring paired reading intervention deployed at form time for KS3 students who make less than average progress in reading.</li> <li>Monitoring Group and Guided intervention deployed during lesson time for those students who require urgent intervention with reading.</li> <li>Using reading ages to effectively inform lesson planning across the school.</li> <li>Using shared reading strategies to effectively support and stretch students in lessons across the curriculum – number 10 of whole-school T&amp;L foci.</li> <li>Ensuring all CPD (inset, literacy twilight, half-termly calendared optional sessions and form time modelling from English staff) upskills teachers on increasing effective reading opportunities e.g. DARTS.</li> </ul>	<p>• Reading growth in literacy improves based on 20/21 measures:</p>																																																																																																																																																							
	<p>2020 Cohort</p> <p>Outcomes 20/21</p> <table border="1" data-bbox="858 846 1126 943"> <thead> <tr> <th colspan="4">READING AGES</th> </tr> <tr> <th></th> <th>T1</th> <th>T2</th> <th>T3</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>10.2</td> <td>10.5</td> <td>10.9</td> </tr> <tr> <td>PP</td> <td>9.7</td> <td>9.8</td> <td>10.6</td> </tr> </tbody> </table> <table border="1" data-bbox="858 976 1062 1088"> <thead> <tr> <th colspan="3">READING AGES *From 2 STAR tests</th> </tr> <tr> <th></th> <th>T1</th> <th>T2</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>11.3</td> <td>11.6</td> </tr> <tr> <td>PP</td> <td>10.11</td> <td>11.2</td> </tr> </tbody> </table> <table border="1" data-bbox="858 1122 1126 1218"> <thead> <tr> <th colspan="4">READING AGES</th> </tr> <tr> <th></th> <th>T1</th> <th>T2</th> <th>T3</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>11.5</td> <td>11.2</td> <td>11.7</td> </tr> <tr> <td>PP</td> <td>9.7</td> <td>9.8</td> <td>10.6</td> </tr> </tbody> </table> <table border="1" data-bbox="858 1252 1102 1368"> <thead> <tr> <th colspan="2">READING AGES *From 1 NGRT paper test</th> </tr> <tr> <th></th> <th>T1</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>13.8</td> </tr> <tr> <td>PP</td> <td>13.4</td> </tr> </tbody> </table> <table border="1" data-bbox="858 1402 1102 1536"> <thead> <tr> <th colspan="2">READING AGES *From 1 NGRT paper test</th> </tr> <tr> <th></th> <th>T1</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>14.0</td> </tr> <tr> <td>PP</td> <td>13.3</td> </tr> </tbody> </table>	READING AGES					T1	T2	T3	ALL	10.2	10.5	10.9	PP	9.7	9.8	10.6	READING AGES *From 2 STAR tests				T1	T2	ALL	11.3	11.6	PP	10.11	11.2	READING AGES					T1	T2	T3	ALL	11.5	11.2	11.7	PP	9.7	9.8	10.6	READING AGES *From 1 NGRT paper test			T1	ALL	13.8	PP	13.4	READING AGES *From 1 NGRT paper test			T1	ALL	14.0	PP	13.3	<p>21/22 Expected Progress</p> <p>*target of +8 months in a 4 month period to accelerate learning and close the gap Vs. chronological age.</p> <table border="1" data-bbox="1158 846 1509 958"> <thead> <tr> <th colspan="4">READING AGES</th> </tr> <tr> <th></th> <th>T1</th> <th>T2</th> <th>T3</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>10.3</td> <td>10.11</td> <td>11.7</td> </tr> <tr> <td>PP</td> <td>9.10</td> <td>9.9</td> <td>10.6</td> </tr> <tr> <td>Chron. age</td> <td>11.6</td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="1158 976 1493 1088"> <thead> <tr> <th colspan="4">READING AGES</th> </tr> <tr> <th></th> <th>T1</th> <th>T2</th> <th>T3</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>11.0</td> <td>11.8</td> <td>12.4</td> </tr> <tr> <td>PP</td> <td>10.7</td> <td>11.3</td> <td>11.11</td> </tr> <tr> <td>Chron. age</td> <td>12.6</td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="1158 1122 1509 1240"> <thead> <tr> <th colspan="4">READING AGES</th> </tr> <tr> <th></th> <th>T1</th> <th>T2</th> <th>T3</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>11.6</td> <td>12.2</td> <td>12.10</td> </tr> <tr> <td>PP</td> <td>11.2</td> <td>11.10</td> <td>12.6</td> </tr> <tr> <td>Chron. age</td> <td>13.6</td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="1158 1252 1430 1368"> <thead> <tr> <th colspan="3">READING AGES</th> </tr> <tr> <th></th> <th>T1</th> <th>T2</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>11.10</td> <td>12.6</td> </tr> <tr> <td>PP</td> <td>11.3</td> <td>13.2</td> </tr> <tr> <td>Chron. age</td> <td>14.4</td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="1158 1379 1430 1498"> <thead> <tr> <th colspan="3">READING AGES</th> </tr> <tr> <th></th> <th>T1</th> <th>T2</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>13.04</td> <td>14</td> </tr> <tr> <td>PP</td> <td>12.11</td> <td>13.7</td> </tr> <tr> <td>Chron. age</td> <td>15.6</td> <td></td> </tr> </tbody> </table>	READING AGES					T1	T2	T3	ALL	10.3	10.11	11.7	PP	9.10	9.9	10.6	Chron. age	11.6			READING AGES					T1	T2	T3	ALL	11.0	11.8	12.4	PP	10.7	11.3	11.11	Chron. age	12.6			READING AGES					T1	T2	T3	ALL	11.6	12.2	12.10	PP	11.2	11.10	12.6	Chron. age	13.6			READING AGES				T1	T2	ALL	11.10	12.6	PP	11.3	13.2	Chron. age	14.4		READING AGES				T1	T2	ALL	13.04	14	PP	12.11	13.7	Chron. age	15.6	
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<ul style="list-style-type: none"> <li>Improving the culture of reading for pleasure through a calendar of enrichments and rewards.</li> <li>Implementing an effective Choral reading programme at form time to increase effective reading opportunities for all pupils.</li> <li>Implementing an effective 'Word of the Week' strategy to increase students' tier 2 vocabulary – taught in English lessons and form time.</li> <li>Implementing the Frayer model to teach tier 3 vocabulary explicitly in lessons across the curriculum – number 9 of whole-school T&amp;L foci.</li> </ul> <p><b>Measured by:</b></p> <ol style="list-style-type: none"> <li>Quality assurance in line with school Fixed Line Management Agenda: Learning walks, lesson observations, work scrutiny and student voice rounds.</li> <li>Star assessments calendared as follows:</li> </ol> <table border="1" data-bbox="92 862 726 974"> <tr> <td>Y7</td> <td>Week 3, 19 and 33</td> <td>Y10</td> <td>Week 6, 23</td> </tr> <tr> <td>Y8</td> <td>Week 4, 20 and 34</td> <td>Y11</td> <td>Week 7, 24</td> </tr> <tr> <td>Y9</td> <td>Week 5, 22 and 35</td> <td></td> <td></td> </tr> </table>	Y7	Week 3, 19 and 33	Y10	Week 6, 23	Y8	Week 4, 20 and 34	Y11	Week 7, 24	Y9	Week 5, 22 and 35			
Y7	Week 3, 19 and 33	Y10	Week 6, 23										
Y8	Week 4, 20 and 34	Y11	Week 7, 24										
Y9	Week 5, 22 and 35												
<p>Diminish the difference between Year 11 PP students and their peers nationally</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Measured by: internal data analysis, intervention impact evidence</b></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>Raise aspirations for students.</p> <ul style="list-style-type: none"> <li>Identify PP students who are disengaged/disaffected</li> <li>Mentoring programme to improve ATL</li> <li>Rewards system for PP students with raised ATL.</li> <li>Interventions which will reduce the number of PP students who are excluded or placed into internal exclusion</li> </ul> <p><b>Measured by: AtL data, rewards analysis, exclusion data, internal exclusion data, staff and student voice.</b></p>	<ul style="list-style-type: none"> <li>ATL improved resulting in fewer behaviour logs and increased progress.</li> <li>The average ATL for PP students in each year group is 3+</li> <li>Students indicate mentoring has improved their attitude to learning.</li> <li>Staff voice indicates that PP students have increased aspirations over the programme.</li> </ul> <p>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.</p>												
<p>Improved attendance rates of PP students by:</p> <ul style="list-style-type: none"> <li>Reducing the number persistent absentees among PP students</li> <li>Improving the overall attendance among PP students to be at least in-line with non-PP students.</li> </ul>	<ul style="list-style-type: none"> <li>Diminish the difference of attendance rates of PP students to be more in line with non-PP students</li> </ul>												

Measured by: Attendance data monitored half termly	
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## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £248,645

Activity	Evidence that supports this approach	Challenge number(s) addressed																
Provide extra support in maths, English and science by reducing class sizes to ensure high attainment.	<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 small-group instruction. It also allows for high quality feedback which is an effective way to improve attainment.</p>	1, 2, 3																
<p>Establish LTPs that shows how the learning journey will be configured to address the knowledge gaps identified as part of term 3</p> <p>Consistent use of Quality First Teaching strategies, based on our T&amp;L foci will provide students with the support they need to make progress. QFT will be evidence via lesson</p>	<p>Students education has been disrupted since 23<sup>rd</sup> March 2020 until 1<sup>st</sup> September 2020 due to national lockdown. A further lockdown was enforced on 5<sup>th</sup> January 2021 to 8<sup>th</sup> March 2021. LTPs, catch up and mentoring plans will support the filling of gaps.</p> <p>Covid continues to cause disruption to education whereby online, remote learning may still be necessary for the continuation of education. Data collection for current Y11 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">2020/21</th> </tr> <tr> <th></th> <th>PP</th> <th>nonPP</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>% 9 – 5 EM</td> <td>18.1%</td> <td>38.0%</td> <td>-19.9%</td> </tr> <tr> <td>% 9 – 4 EM</td> <td>51.8%</td> <td>63.6%</td> <td>-11.8%</td> </tr> </tbody> </table>	2020/21					PP	nonPP	Difference	% 9 – 5 EM	18.1%	38.0%	-19.9%	% 9 – 4 EM	51.8%	63.6%	-11.8%	1, 2, 3
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drop-ins, detailed work scrutiny targets	<b>P8</b>	N/A (TAGs)	N/A (TAGs)	-	
	<b>A8</b>	35.4	47.2	-11.9	
T&L emphasis – honing into and sharing of best practice.					
Target and support greater attendance at parents evenings	Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.				1, 2, 3, 4
Support the Y7 1:1 Device scheme	According to the EEF, technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.				1, 2, 3, 4
Provide a mentor for all Y11 disadvantaged students to keep track of progress, attitude to learning and to support them in improving	According to the EEF, <b>mentoring</b> aims to build confidence, develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge				1, 2, 3, 4
Create PP war boards, which will be used to highlight key students from DC3 2020-21.	A ‘War Board’ is a Work-Action-Result board which displays which of your students are currently below, behind or on track of their target grades.				2
Create a team of ‘PP Champs’ from each faculty, focussing on progress and attitude to learning at a subject level.	EEF – collaborative strategies and sharing of good practice can have moderate impact for low cost				1, 2, 3
Utilising Accelerated Reader STAR reading assessments to identify strengths and weaknesses in reading by student/class/year group.	Accelerated Reader has had a positive impact on PP students’ reading habits and ages over time at Westleigh. Utilising online reading tests for all year groups allows for effective trends, comparison and targeted intervention.				1
Utilising Accelerated Reader quizzes (books and articles) to monitor and reward reading habits, comprehension skills and ‘word counts’.	Westleigh students and parents think positively of the Accelerated Reader online articles and book quizzes that inform rewards (KS3 student voice March 2021). KS4 students prefer the electronic reading tests opposed to paper tests used previously (KS4 student voice 2021).				
Utilising Accelerated Reader recommendations postSTAR test to ensure all students loan a book within their ZPD (Zone of Proximal Development).					

<p>Migrate existing library catalogue and install new e-books.</p> <p>Provide student and teacher log-ins and website link.</p> <p>Create online reading carousels by subject, complete with challenges and competitions across fiction and non-fiction texts.</p>	<p>Over lockdown, we totalled over 3,000 hours reading and 5,000 books finished as a school. Moving from the Renaissance package 'MyOn' to the AccessIt library offers more books, more choice and an updated library management system for staff, parents and pupils alike.</p> <p>Reading ages for PP students are lower than nonPP students.</p> <p>Reading ages are not in line with chronological age.</p>	<p>1</p>
<p>Order new books based on student requests - gathered September 21:</p> <p>A variety of fiction/non-fiction.</p> <p>Group &amp; Guided 'Rollercoaster' short reads for intervention groups.</p>	<p>Staff and student voice reflects that the library requires up the most up to date texts for PP students to engage in reading for pleasure.</p> <p>Reading age has a considerable impact on the ability for a student to access examination material at the end of key stage 4.</p> <p>EEF evidence shows that paired/shared reading alongside comprehension strategies are effective way to improve attainment.</p> <p>(EEF, 2019)</p>	<p>1</p>
<p>Order reading rulers and outstanding weekly, classroom-based reading texts for pleasure lessons at KS3.</p> <p>Create timetable to share class sets across ability bands.</p>	<p>All students (especially PP) students should have at least paired access to class readers in weekly English lessons.</p> <p>Reading ages for PP students are lower than nonPP students and many require coloured reading rulers when following the text or reading aloud.</p>	<p>1</p>
<p>All Y7 and Y8 students to order their free book from 'Book Buzz' in Week 9.</p> <p>Disseminate books on arrival, deliver assemblies and organise author visit for students signed up for book awards ceremony.</p>	<p>Students enjoyed their free book gifting ceremony last year and read their books across December 2020 as part of our 'Christmas Tree Challenge'.</p>	<p>1</p>

Use 'Just Write – Let them Loose' creative writing books fortnightly in Y7 English (mastery writing) lessons.	Y7 PP students expressed a desire for more creative writing opportunities as part of their English Mastery curriculum.  Regular extended, original pieces will ensure increased stamina in writing across Y7.	1
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £54,508.50

Activity	Evidence that supports this approach	Challenge number(s) addressed																		
<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>	<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> <tr> <td>2020</td> <td>97.5%</td> <td>96.7%</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%	2020	97.5%	96.7%	1, 2, 3, 4
	School	LA																		
2016	93.9%	95.7%																		
2017	96.6%	96.4%																		
2018	95.1%	95.4%																		
2019	97.2%	95.7%																		
2020	97.5%	96.7%																		
Provide 1 years musical instrument tuition to disadvantaged students who have opted for Music	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.	1, 2, 3, 4																		
<p>Provision Mapping implemented</p> <p>All Y11 PP students are provided with a mentor focusing on progress, attendance and ATLS</p>	<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 order to promote the best outcome for our students.</p> <p>This will continue to be monitored.</p>	1, 2, 3																		
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3																		

<p>has been most impacted by the pandemic.</p> <p>Tutoring to be provided to students are as follows:</p> <ul style="list-style-type: none"> <li>• In-school catch-up tutoring for numeracy and literacy across the core subjects in Y7-10</li> <li>• Tutoring targeted after school online/face to face to address gaps in learning (blended approach) for KS3/KS4.</li> <li>• Holiday intervention programme.</li> </ul>	<p>And in small groups:</p> <p><u>Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</u></p>	
<p>Intervention through curriculum areas to take place during school holidays.</p>		
<p>Literacy intervention, attendance and behaviour strategies implemented through the SEND team.</p>	<p>The EEF identifies that teaching assistant interventions help low attaining pupils overcome barriers to learning, reducing the gap between their peers. Impact shows that when TAs deliver targeted intervention, this has a much greater effect on progress compared to everyday classroom environments.</p> <p><u>Teaching Assistant Interventions   Toolkit Strand   Education Endowment Foundation   EEF</u></p>	<p>1, 2, 4</p>

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £188,574

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intensive pastoral 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"> <li>1. Pastoral support staff allocated caseloads to meet the specific individual needs of students</li> <li>2. Use pastoral staff to engage with parents before intervention begins.</li> <li>3. Academic support via bespoke curriculum delivered through the Orchard centre with the</li> </ol>	<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>The gap between PP and nonPP students receiving a Fixed Term Exclusion remains</p>	<p>3</p>

<p>main aims of preventing P/E, improving attendance and engagement, reducing barriers to learning, reducing FTEs &amp; IE and improving ATLs and reducing risk of NEET</p> <ol style="list-style-type: none"> <li>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</li> <li>5. Provide external alternative provision for PP students</li> <li>6. Team around the child approaches to intervention</li> <li>7. Sharper reintegration following exclusion</li> <li>8. Use of Provision Map Tool to monitor interventions of all PP students</li> </ol> <p>Improved rewards system providing increased opportunities for more regular and wider variety of awards for PP students – linked to values, ATLs and attendance</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>67.7% of SEND 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>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>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"> <li>• the link between attendance and achievement are strong</li> <li>• Students with persistent absence are less likely to attain at school and stay in education after the age of 16 years.</li> </ul> <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>	4
<p>Deliver a programme of 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>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>	2, 3, 4

<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"> <li>• Participate in a careers event</li> <li>• Have an Arts experience</li> <li>• Support a school charity fund-raising event</li> <li>• Experience the natural world.</li> </ul> <p>Enrichment Tracker in place</p>	<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>	<p>2, 3, 4</p>
<p>Tailored parental engagement strategy which puts communication to disadvantaged families first, supports parents and guardian through key decisions in their child's education and provides opportunities for pastoral, extra-curricular and future planning with strong links to home.</p>	<p>Parental engagement has an impact on progress in school, particularly students with low prior attainment. Evidence shows that strong links to home promotes a stronger student-school relationship:</p> <p><u><a href="#">Parental Engagement   Toolkit Strand   Education Endowment Foundation   EEF</a></u></p>	<p>3, 4</p>

**Total budgeted cost: £ 491,727.50**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

1. Review of expenditure																															
Previous Academic Year		2020/21																													
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>To provide extra support in maths, English and science by reducing class sizes to ensure high attainment</p> <p>Quality First Teaching, based on the Teaching and learning foci, to provide students with the support they need to make progress. QFT evidenced via lesson drop-ins, detailed work scrutiny targets.</p> <p>Create Recovery Long Term Plans for each subject in each year group, together with adapted schemes of work designed</p>	<p><b>PP performance 2020/21 – Headline statements</b></p> <p><b>Exam outcomes</b></p> <p>In the 2020 CAGs, the gap improved in all PP data measures compared to the 2019 exams.</p> <p>In the 2021 TAGs, the gap also improved in all PP data measures compared to the 2019 exams.</p> <table border="1"> <thead> <tr> <th></th> <th>A8</th> <th>P8</th> <th>5+E M</th> <th>5+E</th> <th>5+M</th> <th>4+E M</th> <th>4+E</th> <th>4+M</th> </tr> </thead> <tbody> <tr> <td>2019 Diff (Exams)</td> <td>-13.15</td> <td>-0.72</td> <td>-22.6</td> <td>-35.8</td> <td>-24.2</td> <td>-31.5</td> <td>-34.2</td> <td>-30.6</td> </tr> <tr> <td>2021 Diff (TAGs)</td> <td>-11.9</td> <td>N/A</td> <td>-19.9</td> <td>-28.1</td> <td>-22.2</td> <td>-11.8</td> <td>-21.8</td> <td>-24.9</td> </tr> </tbody> </table> <p>When comparing their start and end points in KS3, disadvantaged students made 1.2% more progress than non-disadvantaged students.</p>		A8	P8	5+E M	5+E	5+M	4+E M	4+E	4+M	2019 Diff (Exams)	-13.15	-0.72	-22.6	-35.8	-24.2	-31.5	-34.2	-30.6	2021 Diff (TAGs)	-11.9	N/A	-19.9	-28.1	-22.2	-11.8	-21.8	-24.9	<p>Reducing class sizes in core subjects is still necessary although difficult to evidence due to the impact of Covid.</p> <p>The impact of Covid, including lockdown and student absence due to isolation is evident.</p> <p>The PP mentor process has</p>	<p>£210644 – salaries for Maths, English and Science teachers</p> <p>£2309 assigned for PP Provision Mapping</p> <p>£5000 towards curriculum materials</p> <p>£5000 towards exam and</p>
	A8	P8	5+E M	5+E	5+M	4+E M	4+E	4+M																							
2019 Diff (Exams)	-13.15	-0.72	-22.6	-35.8	-24.2	-31.5	-34.2	-30.6																							
2021 Diff (TAGs)	-11.9	N/A	-19.9	-28.1	-22.2	-11.8	-21.8	-24.9																							

	<p>to rapidly plug educational gaps following the impact of Covid.</p> <p>Provide a mentor for all Y11PP students to keep track of progress and support them to improve. Lockdown impacted on the full impact of this strategy</p> <p>For PP students to have access to materials, including electronic devices to support home learning during periods of lockdown, to enable them to access the curriculum.</p> <p>To provide Access Arrangements for those PP students in need</p> <p>PP Champions in every faculty and linked to appraisal .</p>	<table border="1" data-bbox="1182 161 1317 320"> <thead> <tr> <th colspan="2">KS3 Avg</th> </tr> <tr> <th>PP</th> <th>nPP</th> </tr> </thead> <tbody> <tr> <td>64.4</td> <td>71.4</td> </tr> <tr> <td>75.3</td> <td>81.2</td> </tr> <tr> <td>10.9</td> <td>9.7</td> </tr> </tbody> </table> <p>During lockdown, 2170 welfare calls were made home. 1135 (52.3%) to PP children and 1035 (47.7%) to nonPP.</p> <p>197 laptops were loaned out to support students engagement in learning during lockdown. 117 (59.4%) were loaned to PP students and 80 (40.6%) to nonPP students.</p> <p>In addition to keyworker and vulnerable students, efforts were made to place disengaged students in school. 253 students in total were on site of which 196 (77.5%) students were PP and 57(22.5%) were nonPP</p>	KS3 Avg		PP	nPP	64.4	71.4	75.3	81.2	10.9	9.7	<p>proved to work in the previous years but also been negatively impacted due to Covid lockdown and isolations.</p>	<p>revision materials</p> <p><b>Maths Resources</b>          £1200 for Hegarty Maths          £180 for Booster Booklets</p>										
KS3 Avg																								
PP	nPP																							
64.4	71.4																							
75.3	81.2																							
10.9	9.7																							
<p>Diminish the difference in reading ages compared to chronological age</p>	<ul style="list-style-type: none"> <li>Utilise Accelerated Reader STAR reading assessments, quizzes and online library 'MyOn' at KS3.</li> <li>Utilise Soundswrite (phonics) and Lexia in KS3 (and for KS4 where necessary) to accelerate reading progress.</li> <li>Promote MyOn engagement through competition and rewards using English teachers and KS3 FTs.</li> <li>Paired reading intervention deployed In Y7 for those students who make less than average progress in reading.</li> <li>Group and Guided intervention deployed in Y8 and 9 for</li> </ul>	<p>The breakdown below displays the reading growth of Westleigh students at the end of the 2020-21 academic year. This compares the growth of students against peers nationally.</p> <table border="1" data-bbox="1010 1007 1323 1166"> <thead> <tr> <th colspan="4">Average and Above Average Growth</th> </tr> <tr> <th></th> <th>PP</th> <th>All</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>61%</td> <td>65%</td> <td>-4%</td> </tr> <tr> <td>Year 8</td> <td>58%</td> <td>57%</td> <td>+1%</td> </tr> <tr> <td>Year 9</td> <td>65%</td> <td>71%</td> <td>-6%</td> </tr> </tbody> </table>	Average and Above Average Growth					PP	All	Diff	Year 7	61%	65%	-4%	Year 8	58%	57%	+1%	Year 9	65%	71%	-6%	<p>MyOn online reading was a success at KS3 during a disruptive year. Feedback from regular users was that the books were heavily non-fiction and this needed to be balanced with some traditional, fictional reading for please. The AccessIt library with 2,000 supporting fiction and non-fiction</p>	<p><b>Reading Resources</b>          £600 towards additional library books          £310 for Edisodes          £528 for BookBuzz          £2390 for Myon          £521 for Raising Fire          £377 for Holes</p>
Average and Above Average Growth																								
	PP	All	Diff																					
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Year 9	65%	71%	-6%																					

	<p>those students who make less than average progress in reading.</p> <ul style="list-style-type: none"> <li>• Improve the culture of reading for pleasure through a calendar of enrichments and rewards.</li> <li>• Implement an effective Choral reading programme at form time to increase reading opportunities for all pupils.</li> </ul>		<p>books has been purchased so pupils can continue their own online reading habits.</p>																			
<p>Raise aspirations for students.</p> <ul style="list-style-type: none"> <li>• Identify PP students who are disengaged/disaffected</li> <li>• Mentoring programme to improve ATL</li> <li>• Rewards system for PP students with raised ATL.</li> <li>• Interventions which will reduce the number of PP students who are excluded or placed into internal exclusion</li> <li>•</li> </ul>	<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"> <li>• Pastoral support staff allocated case-loads to meet the specific individual needs of students</li> <li>• 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 &amp; IE and improving ATLs.</li> </ul> <p>HLTA 1 to 1 and small group intervention packages focussing on learning support an behaviour management specific to PP students who are also SEND</p> <ul style="list-style-type: none"> <li>• External alternative provision for PP students</li> <li>• 1 years musical instrument tuition to all PP students who have opted for Music</li> <li>• Covid-safe Curriculum Pledge rolled out</li> <li>• Employ careers advisor to meet with every student and support next steps.</li> </ul>	<p><b>Outcomes</b> The DC3 data and TAG outcomes for PP students (see first intended outcome in this Review section) evidences that students were more engaged and aspired to achieve.</p> <p><b>ATLs</b> Average ATLs for each year group were broadly in line with nonPP. The table below shows the average ATLs in 2020/21 compared with 2019/20. Data in both years show similarities between PP and nonPP.</p> <table border="1" data-bbox="1010 858 1330 932"> <thead> <tr> <th>ATL</th> <th>PP</th> <th>nPP</th> </tr> </thead> <tbody> <tr> <td>19/20</td> <td>3.02</td> <td>3.04</td> </tr> <tr> <td>20/21</td> <td>3.02</td> <td>3.04</td> </tr> </tbody> </table> <p><b>Internal Exclusions</b> IE data for PP students improved slightly based on the previous year. 61.61% of PP students were in IE last academic year compared to 65% the year before.</p> <table border="1" data-bbox="1010 1118 1330 1192"> <thead> <tr> <th>IE</th> <th>PP</th> <th>nPP</th> </tr> </thead> <tbody> <tr> <td>19/20</td> <td>65%</td> <td>35%</td> </tr> <tr> <td>20/21</td> <td>61.6%</td> <td>38.4%</td> </tr> </tbody> </table> <p><b>FTEs</b> As students returned to school and out of routines from Covid lockdown, an emphasis on standards impacted negatively on FTE data. As a result, the percentage of FTEs increased for PP students compared to nonPP.</p>	ATL	PP	nPP	19/20	3.02	3.04	20/21	3.02	3.04	IE	PP	nPP	19/20	65%	35%	20/21	61.6%	38.4%	<p>The regular tracking of progress, ATLs and attendance are helpful. The effects of the pandemic made it difficult to carry this out effectively. However, for the new academic year, regular and consistent tracking must take place, together with appropriate therapies.</p>	<p>£61,588 – funding towards salaries</p> <p>£2,000 towards ATL incentives</p> <p>£15,000 – from Alternative Provision sub-fund</p> <p>£6,500 towards Pledge experiences</p> <p>£5000 for Musical Instrument Tuition</p> <p>£6000 – from Careers sub-fund</p>
ATL	PP	nPP																				
19/20	3.02	3.04																				
20/21	3.02	3.04																				
IE	PP	nPP																				
19/20	65%	35%																				
20/21	61.6%	38.4%																				

Number of FTEs				
	#PP	#nPP	%PP	%nPP
All	123	39	75.93	24.07

	19/20	20/21
PP FTEs	64	129
# PP Students	329	423
% FTEs	19.5%	30.5%

Number of DTs				
	#PP	#nPP	%PP	%nPP
All	2286	1712	57.2%	42.8%

**Education, Employment and Training data :**

The percentage of students in post-16 education, employment or training continues to be above the LA picture, showing students at our school aspire to achieve.

	School	LA
2016	93.9%	95.7%
2017	96.6%	96.4%
2018	95.1%	95.4%
2019	97.2%	95.7%
2020	97.5%	96.7%

Despite the pandemic, considerable work was carried out to ensure students received appropriate careers education. Following an external Gatsby Benchmark review via CompassPlus in Summer 2021, we were 89.63% compliant compared to a national average of 37.63%:

BM	Summer21	National	Comp. to National
1-8	89.63%	37.63%	+54.25%

In addition to this, the CAST Tracker evidences 11629 enrichment experiences have been provided to students so far, with both PP and nonPP students experiencing an average of 13

	PP	nPP
Experiences	5357	6272
Number of students	422	478
Avg exp per student	13	13

£500 towards uniform and equipment

<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>Welfare and attendance calls made during lockdown – PP students prioritised</p>	<p>Accurate national and local attendance data is unavailable due to the pandemic. Attendance at Westleigh was affected during the pandemic, across both PP and nonPP, but the gap was comparable against previous years.</p> <table border="1" data-bbox="1016 341 1413 469"> <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> <tr> <td>2020/21</td> <td>86.74%</td> <td>90.44%</td> <td>-3.7%</td> </tr> </tbody> </table>		PP	NonPP	Diff	2018/19	90.8%	95%	-4.2%	2019/20	91.64%	94.95%	-3.3%	2020/21	86.74%	90.44%	-3.7%	<p>Short term rewards strategies focussing on attendance have an impact on attendance.</p> <p>Prioritising PP students by ensuring they are the first to be contacted in the event of absence has been positive.</p>	<p>£16,214 – funding towards attendance manager salary</p> <p>£1000 for attendance strategy rewards</p>
	PP	NonPP	Diff																	
2018/19	90.8%	95%	-4.2%																	
2019/20	91.64%	94.95%	-3.3%																	
2020/21	86.74%	90.44%	-3.7%																	

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

