



Pupil Premium Strategy Statement 2016/17

1. Summary information					
School	Westleigh High School				
Academic Year	2016/17	Total PP budget	£340,962.00	Date of most recent PP Review	13.2.17
Total number of pupils	824	Number of pupils eligible for PP	395	Date for next internal review of this strategy	1.7.17
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving 5A* - C incl. EM (2015-16 only)			28.0%		
% achieving expected progress in English / Maths (2015-16 only)			57.1% / 40.0%	75.8% / 73.4%	
Progress 8 score average			-0.56	0.1	
Attainment 8 score average			45.78	53.3	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)					
A.	Literacy levels on entry to Year 7 for disadvantaged pupils are lower than for other pupils; this is a barrier which prevents pupils from making more rapid progress from Year 7 and across KS3 to secure good outcomes at KS4				
B.	Prior attainment for disadvantaged pupils on entry to Year 7 is significantly below the national trend; this is a barrier which prevents pupils from achieving outcomes by the end of KS4 which are in line with all other students nationally				

C.	Low aspirations of disadvantaged (particularlry boys) are having a detrimental impact on their academic progress and that of their peers (Y7-11); this prevents pupils from achieveing their full potential by the end of KS4
D.	Behaviour issues for small groups of disadvantaged pupils are having a detrimental impact on their academic progress and that of their peers (Y7-11); this prevents students from achieveing their full potential by the end of KS4
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance rates for students eligible for PP are 92.5% for 2015/16 (3.5% below the target for all students of 96%); this reduces the level of contact time with teaching staff and results in them making less progress than their peers
F.	Numbers of disadvantaged pupils affected by social factors and influences is disproportionate as is the proportion of pupils identified as SEND and disadvantaged on entry to Year 7; this prevents pupils from having a mindset focus on academic progress and achieving good outcomes at the end of KS4
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)	
	Success criteria
A.	Rapid progress in literacy levels for Year 7 students eligible for PP <ul style="list-style-type: none"> ▪ Disadvantaged pupils make more progress by the end of Year 7 than non-PP students; at least 50% exceed progress targets and 100% meet expected targets; non-PP students still to make at least expected progress ▪ More able disadvantaged pupils make more rapid progress across KS3; 75% or more students are on track to make 'better than' expected progress by the end of KS4 ▪ Evidence of progress using Reading Plus, English written assessments and intervention case studies ▪ Tracking and progress data in November, March and June
B.	Improved rates of progress across KS3 for disadvantaged pupils to impact on improved outcomes at KS4 <ul style="list-style-type: none"> ▪ Disadvantaged pupils make the same level of progress as non-disadvantaged pupils nationally across KS3; 75% or more students are on track to make expected progress by the end of KS4 ▪ Students at risk from making expected progress are identified at the earliest point to receive Wave 1 interventions, monitored by HOF & SLT ▪ Outcomes at KS4 are improved so that the gap between all other pupils nationally is reduced / P8 is at or close to zero
C.	Improved rates of progress across KS3 for disadvantaged pupils to <ul style="list-style-type: none"> ▪ Reduce the number of disadvantaged pupils identified as 'disaffected' resulting from underachievement and behavioural issues logged; maintain lower numbers of boys

	impact on improved outcomes at KS4	guided into alternative provision; outcomes improve progress and outcomes of boys, WBRI boys and MADIS boys
D.	Behaviour has a lesser impact on progress of disadvantaged pupils across KS3 and on outcomes at KS4	<ul style="list-style-type: none"> ▪ Reduced number of behaviour incidents logged (SIMS) specific to students eligible for PP compared to non-PP students; at least 20% fewer incidents logged across 2016/17 compared to 2016/15
E.	Improved attendance rates of disadvantaged pupils / DISPA pupils	<ul style="list-style-type: none"> ▪ Reduce the number persistent absentees among students eligible for PP to 10% or below ▪ Overall attendance among students eligible for PP improves from 92.5% to 96% in line with non-PP students
F.	Improved rates of progress across KS3 for disadvantaged pupils to impact on improved outcomes at KS4	<ul style="list-style-type: none"> ▪ Disadvantaged pupils who are also SEND make better progress so as to narrow the gap between non-disadvantaged pupils nationally / SEND pupils across KS3; 75% or more students are on track to make expected progress by the end of KS4 ▪ Pupils at risk from making expected progress are identified at the earliest point to receive Wave 1 interventions, monitored by HOF & SLT ▪ Outcomes at KS4 are improved so that the gap between all other pupils nationally is reduced

5. Planned expenditure

Academic year	2016/17
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>A. Improved literacy levels in Year 7</p> <p>F. Improve progress of PP/SEND across KS3 to impact on outcomes at KS4</p>	<p>Targeted intervention using specialist additional English staffing</p>	<p>We want to provide identified students with specialist intervention support delivered by highly qualified English staff. This enables students to engage with staff delivering personalised intervention sessions.</p>	<p>Targeted intervention is driven by the latest assessment data. Strategic management of this intervention is undertaken by 2nd in English Faculty, reporting to HOF</p>	<p>2nd in English (LEC)</p>	<p>December 2016 April 2017 July 2017</p>
	<p>Staff training on high quality feedback to be delivered by SLE</p>	<p>We want to deploy PP resources to sustain more long term changes. A number of different sources (e.g. EEF Toolkit) suggest that high quality feedback is a highly effective way to improve standards. This approach can easily be embedded into T&L with a specific focus on effective assessment of writing for a purpose.</p>	<p>Use of Collaborative Learning time with English Faculty to deliver training. Open door approach to T&L will allow informal evidence to be seen in practice and in students' books. Evaluative feedback from teaching staff used to inform policy on student feedback</p>	<p>HOF - English</p>	<p>December 2016 April 2017 July 2017</p>
<p>B. Improve progress of PP students across KS3 to impact on outcomes at KS4</p> <p>F. Improve progress of PP/SEND across KS3 to impact on outcomes at KS4</p>	<p>Staff training on high quality T&L strategies</p>	<p>We want to deploy PP resources to sustain more long term changes. A number of different sources (e.g. EEF Toolkit) suggest that high quality T&L strategies feedback is a highly effective way to improve standards.</p>	<p>Use of Collaborative Learning time to deliver training. Open door approach to T&L will allow informal evidence to be seen in practice and in students' books. Evaluative feedback from teaching staff used to inform policy on student feedback and though A&M Calendar</p>	<p>HOF</p>	<p>December 2016 April 2017 July 2017</p>

B. Improve progress of PP students across KS3 to impact on outcomes at KS4	Provide additional high quality resourcing specific to the curriculum	Ensure that resources required to meet the demand of the new NC and a move towards 'flight path' based assessment are in place	SLT links with HOF will overview the effective deployment and impact of additional resources; SLT have specific responsibility to monitor the performance of key target groups (e.g. girls, boys, SEND)	SBS	Half-termly review points; review impact following assessment points: December 2016 April 2017 July 2017
F. Improve progress of PP/SEND across KS3 to impact on outcomes at KS4		Provide additional resources that engage students through T&L to achieve their potential			
Total budgeted cost					£135,509.50

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Reduce incidents of poor behaviour specific to students eligible for PP	Buy in additional time from Ed. Psych. and Mental Health professional	The demand for identified students to receive support from external professionals is significant; this support will help to remove barriers preventing students from attending school and reduce the potential for behavioural incidents to escalate; WHS professionals have excellent relationships with students and families and are well placed to impact and remove barriers	SLT line management structure; professional link meetings involving WHS professionals	GJS	Half-termly and as required
E. Increase attendance rates of pupils eligible for PP	Employ CP Administrator, HLTA, Assertive Mentors, Careers Advisor				
F. Improve progress of PP/SEND across KS3 to impact on outcomes at KS4					
Total budgeted cost					£84,271.63

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E. Increase attendance rates of pupils eligible for PP	Attendance Professional employed to work directly with students and families	Whole school attendance, specifically that of students eligible for PP and persistent absenteeism remain below the national trend; improvement across 2015/16 of 1% for whole school	SLT line management structure; weekly review meetings; reporting via SIMS; reporting to Governors	AHS	Weekly meetings and half-termly reviews
D. Reduce incidents of poor behaviour specific to students eligible for PP	Discipline Professional employed to work directly with students and families	Behaviour is good or better around the school community. Discipline Professional has an integral role in maintaining these standards and responding quickly to more serious isolated incidents	SLT line management structure; daily review meetings; reporting via SIMS; reporting to Governors	GJS	Half-termly review meetings
C. Raise students' aspirations	Provide students with a wide range of in-school and out-of-school enrichment and cultural experiences	Providing students with opportunities that they would not have out of school raises aspirations and broadens horizons	SLT line management structure; review meetings as required; student voice; reporting to Governors	SBS	Following each activity/ experience across 2016/17
Total budgeted cost					£63,254.62
6. Review of expenditure					
Previous Academic Year		2015/16			
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	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

Improved outcomes at KS4	Additional staffing in English and maths	Outcomes improved in almost all key performance measures compared to 2014/15	Additional staff in English and maths has a comparative impact on outcomes for PP students; 32.7% A*- C in English and 31.5% A*- C in maths. However, the impact of this needs to be more strategic to improve outcomes further. This approach will continue across 2016/17.	£148,216.32
Improved outcomes at KS4	Provide resources at KS4 that have an additional cost linked to GCSE courses	GCSE Music: instrumental tuition ensured that a greater proportion of PP students achieved higher marks in Performing component; 60% of PP students achieved A*-C in this component and 40% achieved A*- C overall with 20% A*/A grades	Whilst funding removes the barrier of cost to complete a core component of GCSE Music, use of this funding need more strategic in Year 11. This provision will continue to be funded across 2016/17	£14,500.00
		GCSE Food: purchase of ingredients ensure that all PP students could undertake practical sessions to improve controlled assessment marks; 35% of PP students achieved A*-C in this component and 46% achieved A*-C overall	Funding was allocated on the proviso of providing students with quality ingredients at the best value for money. This provision will continue to be funded across 2016/17	£3,000.00
		GCSE PE: mountain biking course costs covered for PP students to ensure best marks submitted for each sports discipline: 100% PP achieved A*/A in this component and 38% achieved A*-C overall	Allocating PP funding to a specific activity proved far more cost effective in terms of impact on individual marks. This provision will continue to be offered funding across 2016/17	£800.00
Improved outcomes at KS4	New curriculum resources for KS4 examination specification	Additional funding has enabled Faculty areas to purchase high quality T&L resources to meet the requirements of the new GCSE specifications	HOF encouraged to consider which T&L resources would have greater impact on outcomes at KS4	£12,500.00

	Staff training & CPD	High quality CPD has focused on key school improvement areas: T&L, Assessment – Life after Levels, new NC at KS3 and new GCSE specifications at KS4 all with a focus on raising standards further across KS3 and improved outcomes at KS4. There is an inevitable impact on non-PP students due to the school-wide focus areas	Essential that HOF follow up on CPD in Collaborative Learning sessions and maintain focus with key agenda items at Faculty meetings.	£6,000.00
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ii. Targeted support				
Desired outcome	Chosen action / approach	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
Improve the safeguarding, mental health and well-being of students eligible for PP	Buy in additional time from Ed. Psych. and Mental Health professional	Additional time enabled a greater proportion of PP students identified with mental health and well-being needs to be assessed across 2015/16; allocated time was made more readily available for non-PP students resulting in provision meeting needs within a quicker timescale	Allocated PP funding in support of improving students' mental health and well-being needs to be more explicitly linked to PP funding for additional needs following assessment. This provision will continue to be 50% funding from PP across 2016/17	£6,200
	CP Administrator, HLTA & Assertive Mentors employed to work directly with students and families	The availability of key professionals to maintain a high level of contact with students and parents/carers and be in a position to respond quickly to emerging scenarios is significant in providing a consistent level of care for our most needy/vulnerable PP and non-PP students	This capacity has proved invaluable to maintaining high standards in safeguarding and meeting the mental health needs of a wide range of PP and non-PP students. This provision will continue to be 50% funded from PP across 2016/17	£72,500.00

iii. Other approaches				
Desired outcome	Chosen action / approach	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
Improve attendance and reduce PA among students eligible for PP	Attendance Professional employed to work directly with students and families	Whole school drive on improving attendance towards a target of 96% achieved 94.3% for 2015/16. Successful partnerships developed with 'hardest to reach families, which led to an increase in reduction in absence by 1% compared to 2014/15.	Greater proportion of time needs to be deployed to undertake external home visits to have more impact on 'hardest to reach' families. This provision will continue to be 50% funded from PP across 2016/17	£29,200.00
Reduce incidents of poor behaviour specific to students eligible for PP	Discipline Professional employed to work directly with students and families	Whole school drive on reducing incidents of poor behaviour and quick response management of high profile incidents across 2015/16 when 67% of high profile incidents resulting in IE or FTE where students eligible for PP	The system used to log behaviour incidents did not enable a 'quick response' approach to all incidents by the Discipline Professional. Behaviour incidents will be extensively logged via SIMS under a new Behaviour Management Framework from September 2016. This provision will continue to be 50% funded across 2016/17	£17,500.00
Improved outcomes at KS4	Intervention provision and resources for Year 11 exam preparation	Focus on engaging Year 11 to attend after-school intervention through 'Passport to Success' strategy and rewards. Providing Year 11 students with a study skills resource/revision pack; 2510 hours of additional intervention hours logged for attending after-school sessions with teaching staff	Passport to Success strategy incentivised students to focus on attending intervention sessions of their choice rather than by need. Intervention timetable to be revision and offered by Core subject and Option block. This provision will continue to be funded across 2016/17	£2,500.00

Improve students' educational and cultural experiences	Provide students with a wide range of in-school and out-of-school enrichment and cultural experiences	Our Enterprise & Enrichment programme is well established to provide high quality educational and enrichment experiences for PP and non-PP students. Evaluative feedback is very positive.	Stronger links between enrichment activities and educational trips need to be developed to ensure re that students' experiences can be related to the context of their wider learning. This provision will continue to be funded across 2016/17	£16,700.00
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

