

Pupil Premium Strategy Statement West Hill School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	850
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	C. Cronin
Pupil premium lead	K. Anderton
Trustee lead	G. Parkes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£229,770
Recovery premium funding allocation this academic year	£15,525
Pupil premium (and recovery premium) funding carried forward from previous years	£20,843
Total budget for this academic year	£266,138

Part A: Pupil Premium Strategy Plan

Statement of intent

To improve the life chances of disadvantaged students by:

- Raising levels of academic achievement
- Increasing attendance and punctuality
- Forming effective partnerships with families
- Developing character
- Raising aspirations
- Building resilience

Our current pupil premium strategy plan works towards achieving those objectives through:

- A commitment from all staff to close the gap.
- High quality teaching
- Effective use of assessment and performance data
- Developing parent partnerships
- A broad range of co-curricular activities
- Pastoral support

The key principles of our strategy are:

- Achievement
- Attendance and punctuality
- Aspiration
- Participation

We take a need not label approach and focus on equity not equality.

Challenges

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

Challenge number	Detail of challenge
1	PP students perform less well academically than non-PP students.
2	Standardised reading tests show a difference between PP and non-PP students
3	Attendance and punctuality of PP is below that of non-PP students.
4	Some PP students come from families with a history of limited engagement in school life.
5	Some PP students do not participate in wider school life and co-curricular activities.
6	Some PP students have limited access to positive role models in higher education or employment.
7	Some PP students are more likely to face emotional and social challenges than non-PP.

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>Vision statement: Every boy will be an independent, committed and engaged learner.</p> <p>To develop teaching and learning is identified on the School Improvement Plan 2023-25.</p> <p>The new 'Effective Habits for Learning' programme and teaching and learning vision will raise the aspirations of all, but particularly our PP students</p>	<p>In all year groups, internal data will show that PP students achieve at least the same or better than non-PP across all subjects.</p> <p>In Year 11, the disadvantaged gap between PP pupils and all others will reduce from -0.83 to 0.</p> <p>SIMs data will show no negative difference in attitude to learning grades between PP and non-PP students.</p> <p>SIMs data will show the number of achievement points of PP is at least the same or higher than non-PP</p>
<p>Vision statement: Every barrier to accessing the full curriculum will be removed for all boys.</p> <p>To remove barriers for all learners is identified on the School Improvement Plan 2023-25.</p>	<p>Quality assurance procedures will show that PP students are fully equipped and ready for learning. They will engage in high challenge and language rich classrooms.</p> <p>SIMs data will show the number of behaviour points for equipment of PP is at least the same or lower than non-PP.</p>
<p>All PP students will have the correct learning materials and equipment.</p>	<p>Data will show that PP students who engage in the Assertive Mentoring programme will show an improvement in organisation, motivation and progress.</p>
<p>All PP will have access to a quiet study space and staff will identify and direct PP students to the study areas as required.</p> <p>Increase in the number of PP students who use the library and its resources.</p>	<p>The number of PP who use the quiet study space areas is at least the same or higher than non-PP.</p> <p>The number of PP who access the school Library and its resources, and loan books is at least the same or higher than non-PP.</p>

<p>PP students will be confident and competent readers.</p> <p>PP students will have the opportunity to attend curriculum events and visits</p> <p>Vision statement: Every boy will embody the characteristics of the West Hill Boy and uphold our values of Respect, Responsibility and Readiness for learning.</p> <p>To improve attendance, punctuality, behaviour and engagement is identified on the School Improvement Plan 2023-25.</p> <p>Vision statement: Every stakeholder will feel valued and connected to our community.</p> <p>To develop school-family relationships is identified on the School Improvement Plan 2023-25.</p> <p>PP families and they will engage more with school on matters that concern their child.</p> <p>PP families will be more informed of progress, attainment, behaviour, attendance and punctuality of their child.</p>	<p>Evaluations of standardised reading tests will show no negative difference between the reading ages of PP and non-PP students.</p> <p>PP will attend the Greenpower Challenge, apprenticeships and university events.</p> <p>The attendance and punctuality of PP students in all years will be above 96%.</p> <p>Power Bi will show an increase in the level of PP family engagement at parent consultation evenings. This will be an upward trend.</p> <p>There will be an increase in the number of PP families who engage with school and an increase in attendance to pastoral meetings concerning their child.</p> <p>School data will show that parental use of the School Gateway app of PP is at least the same or higher than non-PP.</p>
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<p>Vision statement: Every boy will participate in a range of co-curricular activities.</p> <p>To develop and embed a wide range of co-curricular opportunities is identified on the School Improvement Plan 2023-25.</p> <p>PP students will participate fully in the wider life of the school and will be attend co-</p>	<p>Registers will show the level of engagement in co-curricular activities of PP is at least the same or higher than non-PP.</p> <p>PP students will:</p> <ul style="list-style-type: none"> Achieve the Student Leadership Award Be represented at sports fixtures. Attend after school sport events. Play in the school band. Participate in peripatetic music lessons. Enroll and complete the DofE.
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<p>curricular activities and visits</p> <p>Vision statement: Every boy will make an informed and ambitious transition to the next stage of his learning.</p> <p>To develop and embed an effective Careers Education, Information, Advice and Guidance (CEIAG) curriculum is identified on the School Improvement Plan 2023-25.</p> <p>Through high quality 1:1 career advice and guidance, all PP students will make fully informed and aspirational choices at each key stage.</p> <p>Vision statement: Every boy will be an independent, committed and engaged learner.</p> <p>To evaluate and embed strategies to support all learners is identified on the School Improvement Plan 2023-25. Every PP student who needs it, will have access the support and mechanisms to help them deal positively with social and emotional challenges.</p>	<p>Undertake student leadership roles such as school prefect and School Council. Attend subject specific trips and visits. Attend careers related trips and visits. Attend events linked to Post 16 and university. Participate in other activities/clubs.</p> <p>All PP will attend Year 6/7 summer school.</p> <p>All Year 10 PP students make aspirational GCSE choices</p> <p>All Year 10 PP will undertake a suitable work experience placement Destinations report will show an increase in the number of PP students who enroll on Level 3 courses.</p> <p>There will be no PP students on the NEETs report.</p> <p>In all year groups, data will show that PP students with emotional and social needs achieve at least the same or better than non-PP across all subjects.</p> <p>In Year 11, there will be no negative difference between the Progress 8 scores of PP with emotional and social needs and non-PP students.</p> <p>The attendance and punctuality of PP with emotional and social needs will be above 96%.</p> <p>SIMs data will show no negative difference in attitude to learning grades between PP with emotional and social needs and non-PP students.</p> <p>SIMs data will show no difference in instances of negative behaviour of PP boys</p>
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	<p>with emotional and social needs and non-PP students.</p> <p>SIMs data will show the number of achievement points of PP students with emotional and social needs is at least the same or higher than non-PP.</p>
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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

Budgeted cost: £133,069

Activity	Evidence that supports this approach	Challenge number
<p>CPDL Generally bespoke to the needs of staff.</p> <p>Many of the Walkthrus underpin meta-cognition which is highly recommended by the EEF</p> <p>National College webinars to improve outcomes for disadvantaged students</p> <p>Four members of staff are currently on NPQ courses.</p> <p>PiXL</p>	<p>https://www.walkthrus.co.uk/</p> <p>https://thenationalcollege.co.uk/</p> <p>https://www.bestpracticenet.co.uk/</p> <p>https://www.pixl.org.uk/</p>	1,2,3
<p>CPD library</p> <p>Resources are requested by staff and bespoke to need. Many include those identified in the EEF teaching toolkit.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1
<p>Teaching and learning strategy 1</p> <p>New whole school teaching and learning vision: create empowered and ambitious learners</p>	<p>Internal data suggests that some students are not meeting or exceeding their target grades.</p>	1,2
<p>Teaching and learning strategy 2</p> <p>New 'Effective Habits for Learning' programme to be launched 2023. To raise the aspirations of all, including PP students</p>	<p>Destinations data suggests that some students are moving onto aspirational courses at college</p>	1,6
<p>Salaries - recruitment and retention</p> <p>Stability and consistency for students.</p> <p>There are specialist teachers in all subject areas.</p>	<p>A stable workforce enables staff to get to know PP students well and plan for their progression. They provide consistency in high expectations and clear routines.</p>	1-7

<p>Technology and resources</p> <p>Lexonik literacy phonics intervention package for students not meeting age related phonics expectations.</p> <p>More IRIS Connect software purchased to support pedagogy.</p>	<p>Literacy Intervention Programmes That Empower Learning - Lexonik</p> <p>‘Now the whole school is reading’: supporting struggling readers in secondary school - GOV.UK (www.gov.uk)</p> <p>https://www.irisconnect.com/uk/products-and-services/video-technology-for-teachers/</p>	<p>1-3,</p>
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<p>Department interventions</p> <p>Behaviour and progress are analysed through the school's data systems.</p> <p>PP progress and outcomes are the first agenda item at SLT link meetings and on departmental agendas. Progress of PP is prioritised at data meetings. Students who fail to meet the expected levels of attainment or progress are identified by their subject teacher and swift interventions are applied both inside and outside of the classroom. Underperforming PPs are identified for Assertive Mentoring programme on a termly basis.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1,2,5,6</p>
<p>Reading interventions</p> <p>Transition – feeder primary schools provide detail of students who may require support in Year 7. Bespoke reading packs are provided for PP and EAL students. Parents/carers are contacted to learn about the reading habits of their child and how they can be supported.</p> <p>All students take a standardised reading test three times per year. Results of which are scrutinised and interventions applied.</p> <p>The school operates two systems:</p> <p>Rapid Plus for Years 7 and 8</p> <p>School's own developed programme for Years 9-11</p> <p>Teachers are provided with a Literacy Healthcare plan for each student participating in the interventions. These support each student in the classroom</p> <p>Literacy coordinator requests evaluations about impact of reading interventions from class teachers</p>	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,4</p>

Wider strategies

Budgeted cost £66,534.50

Activity	Evidence that supports this approach	Challenge number
<p>School Counsellor School has a qualified counsellor on site. Typically, students are seen within days. Triaged to the same day in an emergency.</p>	<p>Referrals to CAMHS took at least 8 weeks. We no longer have a waiting list of boys needing to access counselling.</p>	<p>1,3,7</p>
<p>MIND counsellor External counsellor from MIND has increased our capacity to offer counselling to 5 days per week.</p> <p>Emotional Support Unit (ESU) For students who require a quiet space to socialise during break and lunch</p> <p>Achieve Programme Bespoke emotional, social and behaviour support is given. Based on need, identified students work on small group projects to build confidence, social skills and self-efficacy.</p> <p>MANCHESTER UNITED FOUNDATION The MU Foundation aims to develop young people through bespoke 1:1 mentoring and incentivised programmes designed to engage, inspire and motivate students. West Hill is embarking on a partnership with the Foundation, to strengthen our student development programme and ensure all students can overcome barriers to learning.</p>	<p>mind-annual-report-and-accounts-2022-to-2023.pdf</p> <p>More successful and cost-effective than buying into external/outreach support. Significant reduction in rates of disruptive behaviour, yard-based incidents, social and emotional concerns presented by pupils. Validated in the 2022 Ofsted report https://files.ofsted.gov.uk/v1/file/50175341</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://www.mufoundation.org/en/About-Us</p>	<p>1,3,7</p> <p>1,3,7</p> <p>1,3,5,6</p> <p>1,3,5,6</p>

<p>Learning Support Unit (LSU) Bespoke academic and pastoral interventions for pupils working away from the classroom. Includes the delivery of specific programmes of support for identified pupils, as well as working closely with families and outside agencies.</p>	<p>More successful and effective than buying external support. Relationships are stronger as staff are more knowledgeable of the child.</p> <p>Validated in the 2022 Ofsted report https://files.ofsted.gov.uk/v1/file/50175341</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,3,6</p>															
<p>Attendance officer School has an Attendance and Student Welfare Coordinator in post. Absences and lateness are rigorously monitored and followed up.</p> <p>Interventions put in place for persistent absentees.</p> <p>PP students are prioritised for pastoral appointments at Parents Consultation evenings to discuss the impact of attendance. Families who have not made appointments are followed up.</p>	<p>https://www.gov.uk/government/case-studies/improving-attendance-good-practice-for-schools-and-multi-academy-trusts</p> <table border="1" data-bbox="767 813 1118 999"> <thead> <tr> <th></th> <th>Attendances</th> <th>Authorised Absences</th> <th>Unauthorised Absences</th> <th>Late</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>89.74</td> <td>6.41</td> <td>3.85</td> <td>2.36</td> </tr> <tr> <td>Not Pupil Premium</td> <td>92.94</td> <td>5.49</td> <td>1.56</td> <td>0.93</td> </tr> </tbody> </table>		Attendances	Authorised Absences	Unauthorised Absences	Late	Pupil Premium	89.74	6.41	3.85	2.36	Not Pupil Premium	92.94	5.49	1.56	0.93	<p>1,3</p>
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<p>Co- curricular activities Research suggests that disadvantaged children are four times more likely to miss out on a social activity. We provide a wider variety of co-curricular activities at no cost.</p> <p>Student leadership opportunities and out of class learning and clubs are provided without the financial burden on families.</p>	<p>Co-curricular activities support pupils' social, emotional and behavioural needs. They encourage and support students in building friendships, improves communication and emotional literacy, sportsmanship and self-regulation. Playing with others can help release positive endorphins and improve a person's mood. Some studies even show they are linked to improving symptoms of depression.</p> <p>Validated in the 2022 Ofsted report https://files.ofsted.gov.uk/v1/file/50175341</p> <p>In addition, they support meta-cognition and Social and Emotional Learning (SEL). Co-curricular can build resilience, improve problems solving, support memory formation, improve relationships through working with others and dealing positively with challenge. They develop logic</p>	<p>1,5,6,7</p>															

<p>7/9 of our Young Carers are PP so we have set up a Young Carers group to provide activities and support for young care givers in school. We engage with the Young Carers Project.</p> <p>Year 6/7 transition summer school. Activities run to help students build friendships and to learn more about their teachers and school. Supports a smooth transition between Years 6 and 7.</p>	<p>and reasoning, verbal communication, evaluation, concentration and creativity.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://www.tameside.gov.uk/carers/young</p> <p>Summer schools EEF (educationendowmentfoundation.org.uk)</p> <p>PP attendance at summer school is traditionally high - 76% in Summer 2023</p>																															
<p>Key Stage 3 Student Leadership Award (SLA)</p> <p>PP students are a focus. Accreditation for boys who display leadership qualities inside or outside school, including co-curricular activities.</p> <p>Transferable skills such as communication, teamwork, and using initiative are developed.</p>	<p>Research by Dr. Stephen Cullen recommends that PP students should be exposed to personal development programmes. This helps boost self-esteem and develops leadership qualities beyond the classroom.</p> <p>Stephen Cullen (thenationalcollege.co.uk)</p> <p>1/3 of students who achieved the award 2022 were PP.</p>	1,5																														
<p>Specialist equipment needed in lessons.</p> <p>PP receive the same high-quality equipment and resources as non-PP, but without the financial burden for families.</p>	<p>Removes barriers to learning, participation and revision caused by poverty. 100% of PP boys who require an electronic device have one.</p>	1																														
<p>Communication with parents.</p> <p>New school website to make it easier for students and families to navigate and find necessary support and information.</p> <p>PP families receive a reminder 24 hours prior to booking system opening. PP families who have not made an appointment are followed up.</p> <p>Parental workshops form closer relationships with home and empower families to support their child.</p>	<p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Number of PP families who attend consultation evenings is an upward trend.</p> <table border="1" data-bbox="766 1713 1220 2004"> <thead> <tr> <th></th> <th>Total Pupils</th> <th>Total PP Pupils</th> <th>Number PP Parents Attended</th> <th>% PP Parents Attended</th> </tr> </thead> <tbody> <tr> <td>2018-19</td> <td>842</td> <td>216</td> <td>121</td> <td>56.0</td> </tr> <tr> <td>2019-20</td> <td>672</td> <td>172</td> <td>111</td> <td>64.5</td> </tr> <tr> <td>2020-21</td> <td>845</td> <td>236</td> <td>142</td> <td>60.2</td> </tr> <tr> <td>2021-22</td> <td>837</td> <td>252</td> <td>161</td> <td>63.9</td> </tr> <tr> <td>2022-23</td> <td>837</td> <td>251</td> <td>162</td> <td>64.5</td> </tr> </tbody> </table>		Total Pupils	Total PP Pupils	Number PP Parents Attended	% PP Parents Attended	2018-19	842	216	121	56.0	2019-20	672	172	111	64.5	2020-21	845	236	142	60.2	2021-22	837	252	161	63.9	2022-23	837	251	162	64.5	1,3,4
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Total budgeted cost: £ 266,138

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Ready to learn: improvement in the number of PP students who had the correct equipment for learning. Behaviour points for 'failure to bring equipment for learning' decreased from 404 (2021-22) to 331 (2022-23)

Library: 40% of the books loaned were by PP students.

Attendance and punctuality: attendance of PP students stayed the same 2021-23. PP attendance is lower than non-PP (4%)

Parental engagement: increase in number of PP families who attend consultation evening.

Emotional support: less PP students require support from the school counsellor. 51% of students who accessed the school counsellor in 2021-22 were PP. This reduced to 45% in 2022-23.

Seating plans. PP students are strategically placed and clearly identified on seating plans. These are stored centrally for all staff to access. All staff know who the PPs are within their teaching groups and to apply teaching strategies accordingly.

Co-Curricular. Co-curricular is identified on the School Improvement Plan. Pupil surveys in November 2022 suggest that many PP students are *more* likely to participate in co-curricular activities. Success was recognised in the January 2022 Ofsted inspection report.

<https://files.ofsted.gov.uk/v1/file/50175341>

FSM holiday shopping vouchers. Vouchers were emailed to eligible families. Those who did not download their vouchers were followed up. Vouchers are issued electronically, but school printed those for families with limited access to electronic devices.

Externally provided programmes

Programme	Provider
Work experience and Progression Planning	Positive Steps
Mental Health in Education Service	MIND
Digital mental health and wellbeing	Kooth
Community project	Groundworks
Manchester United Foundation	Manchester United Football Club

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
Long-term counselling and ESU support for four eligible students.
The impact of that spending on service pupil premium eligible pupils
Students received social and emotional support, when required, from the ESU during unstructured time. This is to help build confidence and raise self-esteem in a safe environment. The emotional support and school counselling sessions have had a wider impact and helped the student focus in class and boosted confidence.

Further information

- School improvement plan makes explicit reference to improving outcomes for PP students.
- A strict uniform policy ensures there is no visible and distinguishable difference between PP and non-PP students in school.
- Uniform recycle scheme. Unicycle 'shop' is open seven times throughout the school year, this includes a uniform swap. Some families are given items of uniform free of charge, depending on financial circumstance. For others, a donation is given. Parents can contact school at any point. There are also referrals from staff.
- Biometric system for school lunch. There is no distinguishable difference between PP and non-PP at the point of sale.
- Introduction of 'Parent-Pay'. There is no distinguishable difference between PP and non-PP for resources and activities purchased through school.
- Poverty proof the school day, for example no non-uniform day and no expensive visits and trips.
- School has Leading Parent Partnership Award status which has guided us towards developing a closer relationship with families.
- 'Cost of Living' factsheet published and shared to direct families to local organisations who can help with the increase in essential costs.
- Fuel4Fun food hampers. In conjunction with Tameside Active, all FSM families can apply for a food hamper during the school holidays. We contact all FSM families and support them with their applications as necessary. [Home | Fuel4Fun](#)
- Family Hubs information shared with families. [Family Hubs \(tameside.gov.uk\)](https://www.tameside.gov.uk/family-hubs)
- Follow up communication with families who have not downloaded their FSM shopping vouchers. This includes printing the vouchers for some families.