

Pupil Premium Strategy Statement West Hill School

This statement details our school's use of pupil 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	856
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	C. Cronin
Pupil premium lead	K. Anderton
Trustee lead	D. Tilbrook

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£237, 825.00
Recovery premium funding allocation this academic year	£0.00
Pupil premium (and recovery premium) funding carried forward from previous years	£0.00
Total budget for this academic year	£237, 825.00

Part A: Pupil Premium Strategy Plan

Statement of intent

To improve the educational outcomes 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 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
- Targeted academic and pastoral support
- Developing parent partnerships
- A broad range of co-curricular activities

The key principles of our strategy are:

- Achievement
- Attendance and punctuality
- Aspiration
- Participation

We take an assessment, not assumption 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 generally perform less well academically than non-PP students.
2	Standardised reading tests show a difference in reading confidence and ability between PP and non-PP students
3	Attendance and punctuality of PP is below that of non-PP students.
4	PP students more likely to come from families with a history of limited engagement in school life.
5	PP students do not participate in wider school life and co-curricular activities.
6	PP students have limited access to positive role models in higher education or employment.
7	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. It is closely aligned to the School Improvement Plan (SIP)

Intended outcome	Success criteria
<p>SIP focus: Strategic development and coordination of assessment <i>so that</i> students' understanding is measured accurately, and effective in closing gaps in knowledge and informing responsive teaching</p> <p>A culture of excellence through the embedding of the 'West Hill Way' <i>so that</i> the inclusion of all students is paramount with clear expectations for all to succeed.</p> <p>A consistent rewarding and leadership system that recognises character, resilience and leadership <i>so that</i> all students engage within school life with clear opportunities.</p>	<p>Internal data will show: PP students' progress is at least the same or better than non-PP across all subjects.</p> <p>No negative difference between the reading ages of PP and non-PP students in all year groups.</p> <p>The attendance and punctuality of PP students in all years is above 96%.</p> <p>An increase in the number of PP families who engage with school and attend both pastoral and subject progress consultation evenings. This will be an upward trend.</p> <p>Parental use of the School Gateway app of PP is at least the same or higher than non-PP.</p> <p>The number of achievement points of PP is at least the same or higher than non-PP.</p> <p>The level of engagement in co-curricular and student leadership activities of PP is at least the same or higher than non-PP.</p> <p>The number of PP students who participate and enjoy reward activities will be the same or higher than non-PP.</p> <p>No negative difference in attitude to learning grades between PP and non-PP students.</p> <p>The number of behaviour points is at least the same or lower than non-PP.</p>

<p>SIP focus:</p> <p>The curriculum intent is fully mapped with clear knowledge and skills empowering all learners to succeed.</p>	<p>Quality assurance procedures will show that:</p> <p>PP students are fully equipped and ready for learning.</p> <p>PP students will engage in high challenge and language rich classrooms.</p> <p>All PP students will have the opportunity to attend curriculum events and visits</p> <p>The number of PP who access the school library, its resources, and loan books is at least the same or higher than non-PP.</p> <p>Internal evidence will show:</p> <p>All PP attend Year 6/7 summer school.</p> <p>All Year 9 PP students make aspirational KS4 choices</p> <p>All Year 10 PP undertake a suitable work experience placement</p> <p>External evidence will show:</p> <p>An increase in the number of PP students who enrol on Level 3 courses.</p> <p>No PP students recorded as NEET.</p>
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Activity in this academic year

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

Teaching

Budgeted cost: £118,912

Activity	Evidence that supports this approach	Challenge number
<p>CPDL National College webinars to improve outcomes for disadvantaged students</p> <p>Six members of staff are currently on NPQ courses.</p> <p>CPD development opportunity evenings.</p>	<p>https://thenationalcollege.co.uk/</p> <p>https://www.bestpracticenet.co.uk/</p> <p>Staff can opt for a course that is bespoke to the training needs at their career stage.</p>	1-7
<p>CPD library 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, 2, 7
<p>Whole school teaching and learning vision: to create empowered and ambitious learners. To increase engagement in lessons.</p>	<p>Internal data suggests that some students are not meeting or exceeding their target grades.</p>	1,2, 7
<p>Teaching and learning strategy: Embedding Formative Assessment (EFA) programme</p>	<p>Embedding Formative Assessment - SSAT</p>	1, 2, 7
<p>Salaries - recruitment and retention Stability and consistency for students. 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, 2, 3, 5, 6, 7
<p>Technology and resources Lexonik literacy phonics intervention package for students not meeting age related phonics expectations.</p> <p>IRIS Connect software purchased to support pedagogy. TLR post holder to drive it further.</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>	1-3,

Targeted academic support

Budgeted cost: £59,456

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<p>Positive Steps Level 6 qualified advisor. PP students assessed for additional one-to-one support based on need. Ensures that all PP have a suitable and aspirational Post 16 destination.</p>	<p>https://www.positive-steps.org.uk/about-us/11-services/positive-steps-extra</p>	4, 6																																																																																						
<p>IAG team IAG team have designed a programme so that every PP student will have access to employers during every year of their time at West Hill School. Every PP has a one-to-one appointment with a qualified adviser. The interviews are aspirational and ensure post-16 destinations are appropriate. All PP have a suitable destination. It ensures that our PP students are engaged also in regional and national initiatives e.g. GM higher education and university programmes.</p> <p>Risk of NEET Indicator (RONI) spreadsheet to target early interventions</p> <p>IAG team ensure all PP have a high-quality work experience placement in Y10.</p> <p>Assertive Mentoring PP students are prioritised for additional support with organisation and motivation. This supports meta-cognitive development and self-regulated learning. Students are identified through school data. Families are invited to be involved in the process.</p>	<p>All PP leavers of 2023 have a post-16 place at college or an apprenticeship.</p> <p>Destination figures:</p> <table border="1" data-bbox="751 936 1222 1155"> <thead> <tr> <th rowspan="2">Year</th> <th rowspan="2">% in Full-time Education</th> <th rowspan="2">% in Full-time Training</th> <th colspan="2">% in Employment</th> <th rowspan="2">% NEET</th> <th rowspan="2">% Unable to contact/Not known</th> </tr> <tr> <th>Apprenticeship or job with Training</th> <th>No Training</th> </tr> </thead> <tbody> <tr><td>2014</td><td>94.0%</td><td>0.6%</td><td>4.2%</td><td>0.6%</td><td>0.6%</td><td>0.0%</td></tr> <tr><td>2015</td><td>93.7%</td><td>1.9%</td><td>3.1%</td><td>0.0%</td><td>1.3%</td><td>0.0%</td></tr> <tr><td>2016</td><td>89.3%</td><td>0.6%</td><td>8.8%</td><td>0.0%</td><td>1.3%</td><td>0.0%</td></tr> <tr><td>2017</td><td>92.6%</td><td>1.2%</td><td>4.9%</td><td>0.0%</td><td>1.2%</td><td>0.0%</td></tr> <tr><td>2018</td><td>88.5%</td><td>0.6%</td><td>6.1%</td><td>0.0%</td><td>4.2%</td><td>0.0%</td></tr> <tr><td>2019</td><td>94.1%</td><td>0.0%</td><td>4.7%</td><td>0.0%</td><td>1.2%</td><td>0.0%</td></tr> <tr><td>2020</td><td>92.0%</td><td>0.6%</td><td>5.6%</td><td>0.0%</td><td>1.9%</td><td>0.0%</td></tr> <tr><td>2021</td><td>92.8%</td><td>0.6%</td><td>4.2%</td><td>0.0%</td><td>2.4%</td><td>0.0%</td></tr> <tr><td>2022</td><td>91.4%</td><td>0.0%</td><td>6.1%</td><td>0.0%</td><td>1.8%</td><td>0.6%</td></tr> <tr><td>2023</td><td>98.2%</td><td>0.0%</td><td>0.6%</td><td>0.6%</td><td>0.6%</td><td>0.0%</td></tr> <tr><td>2024</td><td>95.7%</td><td>1.2%</td><td>3.1%</td><td>0.0%</td><td>0.0%</td><td>0.0%</td></tr> </tbody> </table> <p>No PP NEET recorded.</p> <p>PP students in Year 10 successfully completed work experience</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	Year	% in Full-time Education	% in Full-time Training	% in Employment		% NEET	% Unable to contact/Not known	Apprenticeship or job with Training	No Training	2014	94.0%	0.6%	4.2%	0.6%	0.6%	0.0%	2015	93.7%	1.9%	3.1%	0.0%	1.3%	0.0%	2016	89.3%	0.6%	8.8%	0.0%	1.3%	0.0%	2017	92.6%	1.2%	4.9%	0.0%	1.2%	0.0%	2018	88.5%	0.6%	6.1%	0.0%	4.2%	0.0%	2019	94.1%	0.0%	4.7%	0.0%	1.2%	0.0%	2020	92.0%	0.6%	5.6%	0.0%	1.9%	0.0%	2021	92.8%	0.6%	4.2%	0.0%	2.4%	0.0%	2022	91.4%	0.0%	6.1%	0.0%	1.8%	0.6%	2023	98.2%	0.0%	0.6%	0.6%	0.6%	0.0%	2024	95.7%	1.2%	3.1%	0.0%	0.0%	0.0%	<p>4, 6</p> <p>1-7</p>
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<p>Horsforth programmes Students are identified using progress and learning habits data and placed into groups. Mentors, external speakers and study skills programmes are then allocated based on the identified needs.</p>	<p>How to Enhance Pupil Attainment Using a Horsforth Quadrant</p>	<p>1-7</p>
<p>Department interventions Behaviour and progress are analysed through the school's data systems. 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, and those with additional barriers are identified for Assertive Mentoring on a rolling programme. Families are invited to be involved in this process.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1,2,4,5,6</p>
<p>Reading interventions Transition: feeder primary schools provide details of students who may require support in Year 7. Bespoke reading packs are provided for PP students. Families are contacted to learn about the reading habits of their child and how they can be supported. All students take a standardised reading test three times per year. Results of which are scrutinised and interventions applied. The school operates two systems: Rapid Plus for Years 7 and 8 School's own developed programme for Years 9-11 Teachers are provided with a Literacy Healthcare plan for each student participating in the interventions. These support each student in the classroom Literacy Co-ordinator 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 £59,456

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 the same day in an emergency.</p>	<p>Emotional well-being is vital to enable students to access learning. This is especially important in PP students. The nature of PP students is that they are more likely to suffer trauma and emotional neglect and mental health issues. We do not have a waiting list of boys needing to access counselling. Social and emotional learning EEF</p>	<p>1,3,7</p>
<p>Aim Higher 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. Designed to narrow and reduce serious sanctions in PP students by boosting self-esteem, self-worth and improve decision-making. Families are invited to be involved in this process</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1,3,4,5,6, 7</p>

<p>Learning Support Unit (LSU) Bespoke academic and pastoral interventions for students working away from the classroom. Includes the delivery of specific programmes of support for identified pupils, as well as working families and outside agencies.</p> <p>There is an overlap between PP students having SEND needs. At present over one third of our SEND students are PP. It is vital that these students are supported via a range of interventions to ensure they can successfully access the curriculum within the classroom. PP, SEND students and their families are given priority for consultation afternoons. We also work with outside agencies to support PP SEND students e.g. Educational Psychology.</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>	1,3,7																		
<p>Attendance officer School has an Attendance Officer and Assistant Head of Year 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> <p>Attendance figures 2023-24</p> <table border="1" data-bbox="778 1122 1251 1238"> <thead> <tr> <th></th> <th>Number</th> <th>Attendance %</th> <th>Authorised Absences %</th> <th>Unauthorised Absences %</th> <th>Late %</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>267</td> <td>90.98</td> <td>5.07</td> <td>3.96</td> <td>1.80</td> </tr> <tr> <td>Non-PP</td> <td>595</td> <td>93.94</td> <td>4.42</td> <td>1.64</td> <td>1.12</td> </tr> </tbody> </table>		Number	Attendance %	Authorised Absences %	Unauthorised Absences %	Late %	PP	267	90.98	5.07	3.96	1.80	Non-PP	595	93.94	4.42	1.64	1.12	1,3, 7
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<p>Co- curricular activities</p> <p>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>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>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. 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 and reasoning, verbal communication, evaluation, concentration and creativity.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Summer schools EEF (educationendowmentfoundation.org.uk)</p> <p>PP attendance at summer school is traditionally high in Summer 2024</p>	<p>1,5,6,7</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>1,5</p>

<p>Specialist equipment needed in lessons. 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>	<p>1</p>																																			
<p>Communication with parents. School website is clear which makes it easy for students and families to navigate and find necessary support and information. School uses multiple social media platforms and School Comms to reach families. PP families who do not book appointments or places on our events are followed up.</p>	<p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p><u>PP family attendance at parent consultation evenings</u></p> <table border="1" data-bbox="754 573 1235 931"> <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> <tr> <td>2023-24</td> <td>847</td> <td>251</td> <td>153</td> <td>61.0</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	2023-24	847	251	153	61.0	<p>1,3,4, 7</p>
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Total budgeted cost: £ 266,138

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenge	Outcomes																																			
PP students perform less well academically than non-PP students.	<p>GCSE exam results 2024 showed a progress difference of -0.31 compared to non-PPs.</p> <p>Year 10 (now 11) week 31 data suggests an Attainment 8 gap score of 7.5</p> <p>Week 36 data suggests that KS3 PP are more likely to amber or red on their assessment reports than non-PP.</p>																																			
Standardised reading tests show a difference in reading ability between PP and non-PP students	<p>Standard Age Score (SAS) show a gap between PP and non-PP students.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Average SAS difference between PP & Non-PP</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>- 7.8</td> </tr> <tr> <td>8</td> <td>- 10.2</td> </tr> <tr> <td>9</td> <td>- 1.5</td> </tr> </tbody> </table>	Year	Average SAS difference between PP & Non-PP	7	- 7.8	8	- 10.2	9	- 1.5																											
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PP students come from families with a history of limited engagement in school life.	<p>At the end of the July 2024, PP family attendance was lower than non-PP and had dropped on the previous year.</p> <table border="1"> <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> <tr> <td>2023-24</td> <td>847</td> <td>251</td> <td>153</td> <td>61.0</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	2023-24	847	251	153	61.0
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PP students do not participate in wider school life and co-curricular activities.	<p>Student voice surveys suggest that PP attendance at lunchtime co-curricular has increased. Attendance to after school co-curricular is still lower than non-PP. This is not yet a trend so will remain a focus for our strategy plan.</p>																																			

<p>PP students have limited access to positive role models in higher education or employment.</p>	<p>All PP students were actively invited to attend career-related events. Destination figures suggest that all PP students have a place at a college or on an apprenticeship. In line with SIP, this will remain a focus for 2024-27</p> <table border="1" data-bbox="619 293 1086 510"> <thead> <tr> <th rowspan="2">Year</th> <th rowspan="2">% in Full-time Education</th> <th rowspan="2">% in Full-time Training</th> <th colspan="2">% in Employment</th> <th rowspan="2">% NEET</th> <th rowspan="2">% Unable to contact/Not known</th> </tr> <tr> <th>Apprenticeship or job with Training</th> <th>No Training</th> </tr> </thead> <tbody> <tr><td>2014</td><td>94.0%</td><td>0.6%</td><td>4.2%</td><td>0.6%</td><td>0.6%</td><td>0.0%</td></tr> <tr><td>2015</td><td>93.7%</td><td>1.9%</td><td>3.1%</td><td>0.0%</td><td>1.3%</td><td>0.0%</td></tr> <tr><td>2016</td><td>89.3%</td><td>0.6%</td><td>8.8%</td><td>0.0%</td><td>1.3%</td><td>0.0%</td></tr> <tr><td>2017</td><td>92.6%</td><td>1.2%</td><td>4.9%</td><td>0.0%</td><td>1.2%</td><td>0.0%</td></tr> <tr><td>2018</td><td>88.5%</td><td>0.6%</td><td>6.1%</td><td>0.0%</td><td>4.2%</td><td>0.0%</td></tr> <tr><td>2019</td><td>94.1%</td><td>0.0%</td><td>4.7%</td><td>0.0%</td><td>1.2%</td><td>0.0%</td></tr> <tr><td>2020</td><td>92.0%</td><td>0.6%</td><td>5.6%</td><td>0.0%</td><td>1.9%</td><td>0.0%</td></tr> <tr><td>2021</td><td>92.8%</td><td>0.6%</td><td>4.2%</td><td>0.0%</td><td>2.4%</td><td>0.0%</td></tr> <tr><td>2022</td><td>91.4%</td><td>0.0%</td><td>6.1%</td><td>0.0%</td><td>1.8%</td><td>0.6%</td></tr> <tr><td>2023</td><td>98.2%</td><td>0.0%</td><td>0.6%</td><td>0.6%</td><td>0.6%</td><td>0.0%</td></tr> <tr><td>2024</td><td>95.7%</td><td>1.2%</td><td>3.1%</td><td>0.0%</td><td>0.0%</td><td>0.0%</td></tr> </tbody> </table>	Year	% in Full-time Education	% in Full-time Training	% in Employment		% NEET	% Unable to contact/Not known	Apprenticeship or job with Training	No Training	2014	94.0%	0.6%	4.2%	0.6%	0.6%	0.0%	2015	93.7%	1.9%	3.1%	0.0%	1.3%	0.0%	2016	89.3%	0.6%	8.8%	0.0%	1.3%	0.0%	2017	92.6%	1.2%	4.9%	0.0%	1.2%	0.0%	2018	88.5%	0.6%	6.1%	0.0%	4.2%	0.0%	2019	94.1%	0.0%	4.7%	0.0%	1.2%	0.0%	2020	92.0%	0.6%	5.6%	0.0%	1.9%	0.0%	2021	92.8%	0.6%	4.2%	0.0%	2.4%	0.0%	2022	91.4%	0.0%	6.1%	0.0%	1.8%	0.6%	2023	98.2%	0.0%	0.6%	0.6%	0.6%	0.0%	2024	95.7%	1.2%	3.1%	0.0%	0.0%	0.0%
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<p>PP students are more likely to face emotional and social challenges than non-PP.</p>	<p>Internal data shoes that 42% of all students who accessed school counsellor 2023-24 were PP. As there is no clear trend, this will still remain a focus for 2024-25</p>																																																																																						

Externally provided programmes

Programme	Provider
Work experience and Progression Planning	Positive Steps
Digital mental health and wellbeing	Kooth
Improving outcomes for PP – training for PP Lead.	SEDEC
Improving outcomes for PP – training for PP Lead.	DfE webinars
Community project	Groundworks

Service pupil premium funding

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

Further information

- School Improvement Plan (SIP) makes explicit reference to improving outcomes for PP students.
- PP Working Group established to devise ways to improve outcomes for students. Consists of members from SLT, Curriculum and Pastoral teams.
- 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 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. There is a push on the sale/exchange of coats in the autumn and winter.
- Uniform provision. Clean uniform and shoes available during the day to ensure consistency and inclusion of all students
- Biometric system for school lunch. There is no distinguishable difference between PP and non-PP at the point of sale.
- Parent-Pay. There is no distinguishable difference between PP and non-PP for resources and activities and trips purchased through school.
- Poverty proof the school day, for example contribution-based non-uniform day and limit to expensive visits and trips. Trips for PP students subsidised by up to 20%
- Termly voice questionnaire to capture ways to improve our school.
- Friends of West Hill School (PTA) work with the local community and all families invited,
- Follow up communication with families who have not downloaded their FSM shopping vouchers. This includes printing the vouchers for some families.
- All co-curricular activities provided by school are free of charge. Co-curricular opportunities are available each lunchtime and after school. There is a wide variety of activities available and are accessible for all.
- Strategic seating plans to ensure that all staff know who our PP students are.
- Students have the opportunity to win tokens to use at the summer fair. This prevents the need for money to attend and take part in the activities,
- The focus of community and fundraising events is to raise awareness and don't require money, for example wear yellow day. Items are available from school to ensure all students can participate
- Tesco Community Grant application to fund a Breakfast Club
- Potential for lower deposits for school trips. This is to secure a place for a child on a lower income.
- Eligible PP students are identified and supported to apply for leadership roles within school. This is to boost their self-esteem
- Form time equipment checks to ensure that all PP students have the correct learning resources for the day.