



West Hill School

Pupil Premium Statement – 2016-17

About our school

West Hill School is a secondary school with 832 pupils currently on roll. Many of our pupils come from primary school having achieved well at KS2. 24.16% of our pupils are eligible for the pupil premium. We have pupils from a number of ethnic backgrounds, many of whom speak English as a second language. There are a number of pupils with a range of additional educational needs and these are supported by the SEN Department.¹

What is the Pupil Premium?

Pupil Premium is funding given to schools, by the government, to help disadvantaged children and young people do well at school. The funding is given to all schools for children who have registered for free school meals, are in care, or whose parents are in the Armed Forces. It is up to West Hill to decide how to spend the funding we are given in order to raise the attainment of these pupils.

At West Hill we wish to ensure that all pupils, regardless of their background, are able to:

- Improve their levels of attainment and progress
- Access our curriculum and engage in extra-curricular opportunities such as enrichment activities and schemes such as the Duke of Edinburgh's Award.

We also aim to:

- Raise the aspirations of all pupils and encourage them to 'Aim High.'
- Foster positive relationships between school and home and encourage parents and carers to play an active role in raising their son's attainment.
- Ensure that pupils do not feel different due to their personal situations and have a sense of belonging to our wider school community.

How much Pupil Premium money does our school receive?

The amount of funding received depends on the number of pupils who are eligible.

In 2015-2016 West Hill received £112, 419.

In 2016-17 West Hill will receive £168, 300

What are the main barriers to learning, pupils in our school face?

Pupils in our school face a number of barriers to learning, which we hope to help address using our Pupil Premium funding. They fall into two broad categories, internal barriers and external barriers.

Internal barriers to learning include:

- Lower aspiration – sometimes compounded by low aspiration within the family.
- Less or limited parental engagement with school – for example, lack of attendance at meetings, lack of communication with school about issues such as progress, behaviour and attendance.
- Specific behavioural challenges
- Attainment gap on entry to school – pupils are already behind when they reach secondary school.
- A higher proportion of our disadvantaged pupils come from unstable family backgrounds, where external agencies are involved in supporting the family.

External barriers to learning include:

- A higher than average number of NEETS in Tameside as a whole and a lower than average attendance at further education– this sets a backdrop for low expectations.
- A higher than average proportion of pupils in this area are in receipt of free school meals.

How do we spend our funding?

The support we put into place to help pupils are called ‘intervention programmes’. We choose programmes that research shows are effective. The first stage of planning for our pupil premium was based on the DfE research paper [“The Pupil Premium – Making it Work in your School.”](#)

Last year we put in place many different strategies to help support our pupils, and some may have been involved in more than one of these. For example, some pupils may have been identified to receive extra support in English and Maths. We have therefore arranged small group teaching sessions to help them catch up. Other pupils may need emotional support so we have a Breakfast Club which offers a safe place for boys to go in the mornings.

How much a parent is involved in their child’s learning can make a very big difference to how well they do at school. For this reason, we have spent money on activities to help keep you informed on how well your child is doing, and to help you feel confident to be involved in the wider school life.

How do we monitor the impact of our Pupil Premium funding?

We track all pupils’ progress and can very quickly see if interventions are working. We have a designated Progress Coordinator and SLT member who are responsible for tracking and monitoring intervention strategies. Weekly meetings are held between these members of staff and individual Heads of Year to discuss the progress of pupils in different year groups, implement any new strategies and review those already in place, making adjustments where

necessary. This includes a review of the 'live' data to assess impact. The 'live' data of all disadvantaged pupils is reviewed at least half termly to monitor the impact of interventions and to pick up on any issues which may be arising. A designated member of SLT also monitors whole school trends to ensure we pick up on any areas of concern as quickly as possible. In addition, a designated member of the Governing Body periodically attends the review meetings and meets with the Progress Coordinator and SLT to challenge and scrutinise the effectiveness of initiatives being used to support disadvantaged pupils. Reviews of Pupil Premium funded initiatives are also carried out and presented to the Governing Body to allow for questions to be raised and answered. The next planned Governor's reviews will take place in November 2016 and January 2017.

How do we communicate the impact of Pupil Premium funding with parents?

Three progress assessments are sent home each year. These tell you how well your child is doing and their target grades. We will also tell you about your child's progress at Parents' Consultation. Where there are concerns, individual subject teachers or pastoral staff may make additional appointments with you to discuss your child's progress either in person or by telephone. You can also access information about your child's progress by logging into the Parent Portal. This gives a 'live' picture of your son's progress and behavioural profile. If you would like information about your child's progress at any time please get in touch with their **Form Teacher** or **Head of Year** who would be happy to discuss this with you.

Where can I get more information?

For more information about how we track and plan provision, please contact the Assistant SENCO and Progress Coordinator, Mrs R Weeden, at School.

If you are not sure if your child is eligible for a free school meal, please visit the [Tameside website](#) or contact us at admin@westhillschool.co.uk

¹ All data within this document is correct and verified at the time of publication.