

## Pupil premium strategy statement (secondary)

1. Summary information					
School	West Hill School				
Academic Year	2018-19	Total PP budget	£177 183	Date of most recent PP Review	June 2018
Total number of pupils	837	Number of pupils eligible for PP	190 Plus 7 CLA pupils	Date for next internal review of this strategy	Feb 2019
2. Current attainment					
		Pupils currently eligible for PP (your school)	Pupils historically eligible for PP	Pupils not eligible for PP (national average) Values in bracket for all boys nationally	
% achieving 4+ inc Eng and Maths (5+ inc Eng and Maths) - 2017/18		37% (24%)	53%	Specific non-PP data not released. Data for all pupils nationally in 2018: 4+ inc Eng and Maths: 69% (60.2%) 5+ inc Eng and Maths: 50% (39.7%)	
Progress in English / Maths – 2017-18		English: -1.03 Maths: -0.26		English: 0.11 (-0.43) Maths: 0.12 (0.01)	
Progress 8 score average – 2017-18		-0.71		0.13 (-0.25)	
Attainment 8 score average – 2017-18		33.01		49.96 (43.6)	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers					

<b>A.</b>	Weak literacy and numeracy skills
<b>B.</b>	Poor organisation and social skills
<b>C.</b>	Lower aspiration – sometimes compounded by low aspiration within the family.
<b>D.</b>	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
<b>E.</b>	Specific behavioural challenges
<b>F.</b>	Attainment gap on entry to school – pupils are already behind when they reach secondary school.
<b>G.</b>	A higher proportion of our disadvantaged pupils come from unstable family backgrounds, where external agencies are involved in supporting the family.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>H.</b>	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.
<b>I.</b>	A higher than average proportion of pupils in this area are in receipt of free school meals.
<b>J</b>	Our school’s overall social deprivation index is higher than average, but many of our disadvantaged pupils come from post codes which are in the bottom 10% nationally of social deprivation.

<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Improved Literacy.	Progress at GCSE English in line with target grades and equal to or better than the national average. For KS3 pupils, increased reading ages.
<b>B.</b>	Improved Numeracy.	Progress at GCSE Maths in line with target grades and equal to or better than the national average.
<b>C.</b>	Closing attainment gap compared with national averages.	Gaps continue to close.
<b>D.</b>	Successful transitions and improved organisational and social skills.	PP boys enrol on appropriate college courses and do not become NEET; KS3 boys choose appropriate GCSE options with increasing numbers selecting EBacc subjects.
<b>E.</b>	Raised aspirations	PP boys want to pursue fulfilling careers and go to college and university as appropriate. We will offer trips, university visits, sporting activities and monitor how many PP boys hold positions of responsibility in school, such as prefects.

## 5. Planned expenditure

Academic year

2018-19

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?
Increased progress and attainment	Small group intervention Pupil progress monitoring	<p>Research from the EEF shows that small group intervention programmes have a positive effect on improving the progress of individuals as they allow for intensive teaching to address gaps or weakness in knowledge. They allow for more targeted and individualised teacher feedback which helps to deal with any misconceptions more quickly. It is recognised that groups of 5 or less are most effective, therefore we keep our groups to this size wherever possible.</p> <p>At KS3 we use progress data to identify weaknesses in reading and comprehension and deliver short, 6 week blocks of precision teaching in this area, delivered by specialist LSAs.</p>	<p>The model we have adopted ensures that the intervention is delivered by subject specialists who have a detailed knowledge of both the curriculum and the needs of the individuals they are tutoring.</p> <p>This year, we have invested in SISRA, the analytical tool. This allows for easier, more comprehensive data analysis, allowing for early identification of underperforming PP boys in order for appropriate interventions to be implemented.</p>	SLT/HODs PAR WEE	Intervention is reviewed every 4 – 6 weeks. Whole-school data is reviewed termly in line with the school's QA policy.

			<p>Progress of boys in intervention is reviewed every 4-6 weeks and adjustments made to the programme accordingly.</p> <p>We have developed a better method of information sharing so that all intervention – whether academic, attendance or pastoral – is recorded on one working document. This holistic approach allows for targeted intervention and monitoring of disadvantaged pupils. It is reviewed termly.</p>		
Increased progress and attainment	<p>Improving teaching and learning</p> <p>Flexible deployment of LSAs</p>	<p>There has been extensive research from the EEF on the importance of good feedback to promote progress and this is an area which we have as a school taken as a whole school focus as it is monitored through our QA systems. This has been part of a whole school drive to improve teaching and learning. During the course of this year we continue to provide training and develop strategies to ensure all staff are developing their use of effective feedback and other teaching and learning strategies within the classroom. Staff are particularly concentrating on ensuring pupils have the opportunity to reflect and act on the feedback they have been given to help improve their understanding. Promoting high aspiration has also been a whole school focus for all members of staff with staff inset of setting challenge for all pupils.</p> <p>LSAs are used as in-class support or for 1:1 or small group work as appropriate to meet the needs of disadvantaged pupils.</p>	<p>Lesson observations; learning walks; progress data reviewed throughout the year; pupil voice; book scrutiny (where underachievement is identified)</p> <p>CPD this year has focused on behaviour management to raise attainment and on stretching and challenging the high ability.</p> <p>Impact of intervention is reviewed every 4 – 6 weeks and amendments made accordingly.</p>	<p>SLT HOD WEE PAR</p>	<p>Teaching and learning monitored throughout the year according to the QA calendar.</p>
<b>Total budgeted cost</b>					<b>£128 575</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improvement to boys' social and emotional health. Increased engagement with school. Improved attendance	Breakfast club Uniform provision Careers interviews Mentors	<p>Breakfast club provides social and emotional support for our vulnerable boys, as well as ensuring they all start the day with food. They are given support with their homework to ensure it is completed as they often don't have the space or facilities to do this at home. This then reduces the number of negative behaviour points due to no homework.</p> <p>Our disadvantaged boys receive additional careers advice and support; they all have extra careers interviews and support sessions where they are helped to apply for college. A small number of boys begin college placements alongside their studies when in KS4. All boys are supported to complete appropriate work experience. High ability disadvantaged boys take part in visits to universities to raise aspirations.</p> <p>Uniform provision increases boys' self-esteem and helps to ensure regular attendance which will then positively impact on progress.</p>	<p>Regular monitoring of the boys accessing breakfast club, including attendance and academic monitoring. PP boys prioritised for careers interviews, university visits and college application sessions.</p> <p>Form tutor monitoring of boys is driven by data, as informed by SISRA. Disadvantaged boys are a priority for mentoring.</p>	BUT CON HEP SHE	<p>Attendance and homework completion are reviewed fortnightly.</p> <p>College applications are monitored by our IAG team.</p>

<p>Improvement to boys' social and emotional health. Increased engagement with school. Improved attendance</p>	<p>Pupil support, behaviour intervention, personalised curriculums and social and emotional learning</p>	<p>EEF research tells us that interventions to help deal with challenging behaviour and poor attendance can result in improvements to attainment. We deploy a number of strategies to address this issue. For instance, we employ an emotional and behaviour manager who supports and counsels our PP boys, we have a Mind counsellor in school, we work with local colleges to offer vocational courses as appropriate and we offer extensive careers advice via our IAG co-ordinator and careers service.</p> <p>Our Attendance Officer reviews the attendance of disadvantaged boys as a discrete group fortnightly.</p> <p>In 2018-19 we have also invested in a bespoke intervention programme being run by a team of educational psychologists and disadvantaged boys have been prioritised for this.</p>	<p>Regular monitoring of attendance and attainment of PP boys as determined by the QA calendar. Boys whose attendance falls below 90% receive intervention such as attendance agreements, home visits and bespoke support programmes.</p>	<p>CON HEP PAR WDN SHE</p>	
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**Total budgeted cost** £42 555

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Increased involvement in extra-curricular activities to promote cultural capital and increased wellbeing; GCSE boys to all be able to purchase revision</p>	<p>Activities vouchers</p>	<p>These have been devised to help promote equal opportunities between disadvantaged pupils and their peers by providing them with a means to fund their participation in extra- curricular activities. They are also a way to support them academically and enable them to purchase equipment such as Food Technology ingredients and revision guides. This has been the 6th year which these vouchers have been used and</p>	<p>Records kept of spending patterns on vouchers to identify any pupils not making use of them; their parents are contacted about the scheme. The vouchers can be spent in a variety of ways, intended to give boys and their families maximum flexibility.</p>	<p>WDN PAR</p>	<p>Voucher spending reviewed every half term. Scheme to be reviewed in July 2019.</p>

guides and other academic resources; no financial barriers to participation		revisions continue to be made to ensure the best use of these vouchers is being made.			
Increased parental engagement and attendance at parents' evenings	Gateway and Doddle Specific PP parent support.	<p>There is extensive evidence that demonstrates that the engagement and involvement of parents in school life is key to promoting successful outcomes for pupils. For this reason we are aiming to continue with our strategies aimed to involve parents more by continuing to promote involvement at parent's consultation. We have also launched the parent gateway app which provides a fast and efficient means for parents to access information about their son's progress and communicate with school. PP boys are specifically targeted with dedicated text messages and letters inviting them to parents' evenings.</p> <p>We also intend to roll out a new way of keeping in touch with our PP parents. Vulnerable PP pupils will have a named member of staff who will contact them monthly or half-termly for an update on their son's progress and to discuss any arising issues. This will take the form of a supportive phone call from a member of the learning and behaviour support team.</p>	Gateway publicised and promoted to parents; PP parents to receive targeted letters informing them about Gateway; PP parents receive targeted letters inviting them to parents' evenings; specific PP parent meetings and regular phone calls.	OBR	
<b>Total budgeted cost</b>					<b>£21 480</b>
<b>6. Review of expenditure</b>					
<b>Previous Academic Year: 2017-18</b>				<b>Total funding: £192 610</b>	
<b>i. Quality of teaching for all</b>					

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: £130 575
Increased Progress; increased attainment	Pupil Small group intervention	<p>Our Progress 8 figure for higher ability disadvantaged pupils was +0.17. This is higher than the national non-disadvantaged figure of +0.12, including girls.</p> <p>Higher ability disadvantaged progress was a priority on our 2017-18 SEF, so we targeted a substantial amount of funding and resources at this area and achieved a demonstrable impact.</p>	<ul style="list-style-type: none"> <li>All Y11 PP boys received intervention in English, Maths or both – Groups were fluid and HODs/PAR/ WDN added pupils to cohorts where data suggested this was necessary.</li> <li>PP KS3 boys received English or Maths intervention as appropriate, according to individual progress.</li> <li>Target pupils were reviewed regularly and impact measured and reviewed by PAR/WEE/HODs</li> </ul> <p>Action: More precision with choice of target pupils to prevent groups becoming unmanageable. Ensure intervention is short term with smart targets Targeting intervention lower down the school to deal with issues earlier and make problems arising in year 11 more manageable. Precise analysis of PP outcome from departments.</p>	
	Pupil progress monitoring: WEE/PAR/SLT/HODs	Positive Progress 8 score for higher ability disadvantaged boys as detailed above.		
	Improving teaching and learning: CPD		<p>Robust and rigorous QA routinely includes disadvantaged pupils.</p> <p>Action: Liaise with SLT to include more QA activities which are precisely targeted at PP pupils – e.g. – pupils work sample/ pupil voice. Ensure PP pupils are accurately represented in QA activity samples. QA work scrutiny to be more systematic; including a range of pupils selected to be both above and below target</p>	

	Flexible deployment of LSAs	Progress 8 figure for disadvantaged boys with SEN was -0.51.	<p>LSAs are not having enough time to meet with teachers to plan for effective support. Pupils can become reliant on LSA support.</p> <p>Action:  Training for staff on deployment of LSAs  LSA/Teacher agreement to identify roles and ways of working  LSA PPA time for planning  LSAs to work more in small groups on identified tasks, rather than a passive or behaviour management role in the classroom.</p>	
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost:</b> £40,555
Improvement to boys' social and emotional health. Increased engagement with school. Improved attendance	Breakfast club	87% of boys attending breakfast club were PP. This support allowed their attendance to be monitored and enabled them to complete homework in the mornings and use the computers if needed.	<ul style="list-style-type: none"> <li>Where accessed, support has worked well – individual boys have benefitted.</li> </ul> <p>Action: Intervention can take time to be implemented. Attempt to intervene earlier with homework support. Aim to identify pupils at the end of each academic year/ HT who we can target for support to begin at the start of each H/T. Short term support, repeated if necessary</p>	
	Uniform provision	Uniform was supplied to a number of vulnerable disadvantaged boys – this helped to ensure none became persistent absentees.	<p>Formalise process of providing uniform support</p> <p>Attendance still a problem – we need further strategies to engage hard-to-reach parents.</p>	

	Careers interviews	No PP NEETs in last year's cohort. All boys had an offer of college/apprenticeship/ work-related training when they left school. Raised aspirations in lower school.		
	Pupil support	All disadvantaged boys received support, whether from form tutors, the LSU or SU38.		
	behaviour intervention	59 disadvantaged boys received bespoke behaviour intervention.		
	personalised curriculums	A small number of disadvantaged boys completed college courses alongside their GCSEs. Internal data shows that college improved their attainment and attendance.		
	social and emotional learning	Comparison of Year 10 mock data to final GCSE outcomes shows that the disadvantaged boys who were supported via the pastoral and behaviour support systems increased their grades from Year 10 to Year 11.		

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost:</b> £21,480
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<p>Increased involvement in extra-curricular activities to promote cultural capital and increased wellbeing; GCSE boys to all be able to purchase revision guides and other academic resources; no financial barriers to participation Increased parental engagement and attendance at parents' evenings</p>	<p>Activities vouchers</p>	<p>Activities vouchers: some adjustments were made to ensure all pupils were using them effectively, such as reminder letters to parents or staff minding vouchers for a small number of boys and encouraging them to spend them.</p>	<ul style="list-style-type: none"> <li>• Pupils not always spending vouchers and having a balance remaining at the end of the year.</li> </ul> <p><u>Action</u> Boys to be given a half termly reminder of how much they have left – tie into specific mentoring previously mentioned. Some of boys voucher allocation to be withheld to purchase revision guides for core subjects and academic equipment at the start of each year.</p>	
	<p>Gateway and Duddle</p>			

**7. Additional detail**

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

