



Pupil Premium Strategy: Westbridge Academy 2018-19

<b>2a. Current Progress April 2019 (Students making expected progress or better)</b>							
Year 10	PPG	Whole cohort	Gap	Year 11	PPG	Whole cohort	Gap
English	83%	88%	-5%	English	69%	63%	+6%
Maths	50%	63%	-13%	Maths	31%	31%	0%
Science	50%	50%	0%	Science	38%	38%	0%
<b>2b. Attendance</b>							
Year 10	PPG	Whole cohort	Gap	Year 11	PPG	Whole cohort	Gap
	48%	50%	-2%		56.8%	57.6%	-1.2%
<b>2a. Current Progress July 2019 (Students making expected progress or better)</b>							
Year 10	PPG	Whole cohort	Gap	Year 11- Levels of progress	PPG	Whole cohort	Gap
English	55%	67%	-12%	English*	62%	50%	+12%
Maths	44%	50%	-6%	Maths*	50%	53%	-3%
Science	66%	62%	+4%	Science	42%	50%	-8%
*GCSE only not including FS							
<b>2b. Attendance</b>							
September	PPG	Whole cohort	Gap	April	PPG	Whole cohort	Gap
	56%	59%	-3%				

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3. Barriers to learning (for pupils eligible for PP)	
In-school barriers	
<i>A</i>	Below average literacy skills
<i>B</i>	Weak numeracy skills
<i>C</i>	Poor learning skills including organisation and resilience
<i>D</i>	Pupils not being 'ready to learn'
<i>E</i>	Gaps in prior learning
External barriers	
<i>F</i>	Low attendance
<i>G</i>	Poor punctuality
<i>H</i>	Low aspirations
<i>I</i>	Limited access to positive role models
<i>J</i>	Parental engagement
<i>K</i>	Lack of appreciation and cultures

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<b>4. Desired outcomes</b>		
	Desired outcomes and will they be measured	Success criteria
(i)	Attendance and punctuality of PPG students increases as they value the offer. Increased participation.	The target is to ensure that PPG student's attendance matches and/or exceeds non-PPG students. Increase in positive feedback from staff as recorded on school pod.
(ii)	Gaps are identified and interventions are in place to teach gaps	-1-2-1 intervention strategies are in place to support the needs of PPG learners that have specific needs. - Quality First teaching evidenced through lesson observation and work scrutiny - Progress data will be regularly reviewed and demonstrate progress. - Quick identification of pupils who are demonstrating poor progress, leading to increased support and review of offer.
(iii)	Pupils are ready to learn	Food and drink available before, after and during break. All equipment ready in lessons for use.
(iv)	Pupils reading levels improve and have access to books and reading materials.	- Catch up literacy 1-2-1 to support those with low level reading. - Students actively using the library in the common room and English room.
(v)	Pupils are able to complete challenging mathematical problems in a wide range of subjects.	Evidence of students using maths skills based upon targets across the curriculum. Focus on percentages and interpreting data evidenced in lesson observations.
(vi)	Pupils are exposed to a wide range of social/cultural and sporting experiences.	Pupils attend events/participate and visit places they would not usually be exposed to. Positive feedback evidenced in pupil questionnaires. Improve the community of the school by increased positive relationships with learners and staff.
(vii)	Support vulnerable disadvantaged pupils	- Broad and balanced curriculum offered. - All pupils given the opportunity for enrichment and off-site activities. - Pupils offered support to address additional mental health, medical and SEMH needs.

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<b>5. Planned expenditure</b>						
Quality of teaching						
Desired outcome	Chosen action/Approach	What is the rationale for this activity?	How will you ensure it is implemented well	Staff lead	When will it be reviewed?	Estimated costing
PP students to narrow gaps in learning	Teacher to pupil ratio increased to allow focussed intervention on gaps within core subjects. TA to be utilised to deliver sessions 1 day a week which will lower the Teacher: pupil ratio in classes.	High quality 1-2-1 teaching is shown to narrow the gap of disadvantaged pupils.	Through each assessment point and within RAP meetings	CO	Termly	£3000
Staff are fully aware of students that are not making progress and interventions are in place to support	RAP meetings to discuss plans/interventions for underperforming students	Staff will be able to identify gaps and plan to meet needs of the individual	Through each assessment point and within RAP meetings	CO	Termly	
Numeracy support to be given 1-2-1 for students to develop basic numerical/functional skills	Teacher to pupil ratio increased to allow focussed intervention on gaps within core subjects. Numeracy TA to be assigned for day to teach FS mathematics.	High quality 1-2-1 teaching is shown to narrow the gap of disadvantaged pupils.	All students to make above average progress. Opportunities for students to complete entry level if required with targeted support.	CO	Termly	£1500
Improvement in reading scores	<ul style="list-style-type: none"> <li>- Reading books available in common room and promoted by all staff.</li> <li>- Monitor reading scores at more regular intervals.</li> <li>- Reading promoted in all lessons and maximise opportunities to read in class.</li> </ul>	<p>Research shows that disadvantaged pupils read less outside of school.</p> <p>Low reading scores impact upon progress in all subjects.</p>	<ul style="list-style-type: none"> <li>- data scores from reading tests will show rapid progression.</li> <li>- Log of students borrowing books.</li> <li>- lesson observations.</li> </ul>	BY	Termly	£200 for new books

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Targeted support						
Desired outcome	Chosen action/Approach	What is the rationale for this activity?	How will you ensure it is implemented well	Staff lead	When will it be reviewed?	Estimated costing
Improvements in reading scores	-1-2-1 teaching and more opportunities for students to read across lessons. - Catch-up literacy.	High quality 1-2-1 teaching is shown to narrow the gap of disadvantaged pupils.	- data scores from reading tests will show rapid progression.	BY	Half termly	£2000 (6 session per week 1-2-1 through academic year)
Low ability PP students have a basic understanding of numeracy	Low ability PP students to have additional lessons to support with entry level exam preparation. 1-2-1 lessons to prepare for entry level exams for less able PP students. DE to teach 1/2 day of mathematics.	Big gaps in learning with a number of students mean they are unable to access both Functional and GCSE exams.	-Bespoke timetabling to allow 1-2-1 teaching. -Entry level to be completed in Year 10. -Additional sessions provided before each assessment	CO	Half termly	£2700
Student support worker supports attendance of PP students	Designated time set to liaise with parents/carers to support punctuality and attendance. Supporting solutions to aid attendance.	Positive working relationships with pupils, parents/guardians and partners allow appropriate solutions that improve school attendance.	-Improvements in attendance of students. -Regular feedback and monitoring from line manager.	NH/CF	Weekly	£2000 Afternoon dedicated to focus on PPG student

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Enrichment and experiences						
Desired outcome	Chosen action/Approach	What is the rationale for this activity?	How will you ensure it is implemented well	Staff lead	When will it be reviewed?	Estimated costing
For pupils to experience vocational opportunities.	RallySport funding for taster sessions	Students enjoy sessions they have an interest thus improving attendance and post 16 opportunities.	-Student feedback -Attendance -Feedback from provider -Qualifications achieved	JW	Half termly	£1000
	ERT- construction funding for taster sessions	Students enjoy sessions they have an interest thus improving attendance and post 16 opportunities.	-Student feedback -Attendance -Feedback from provider -BTEC Level 1 qualifications achieved	NA/JW	Half termly	£3000
	Brickmakers wood	Pupils enjoy social setting in a different environment and learn skills they would not usually be exposed to. Awareness of working with the environment. The importance of sustainability and charity within the local community. Volunteering and enterprise opportunities.	-Student feedback -Attendance -Feedback from provider -AQA qualifications achieved - Products produced for profit.	NA/JW	Half termly	£3100

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Students to develop ability in curriculum areas.	STEAM/Art/Science visits	Stretching the most able and giving pupils opportunities to experience different activities. Provide specialist science equipment to engage students in practical sessions.	-Student feedback -Attendance - Evaluation from staff	NA	Half termly	£300
Students to develop fitness and sports skills	Boxing	Qualified coaches develop interest in fitness and develop resilience. Feedback highlights positive comments.	-Student feedback -Attendance -Feedback from provider -AQA qualifications achieved	JW	Half termly	£2500
	Positive futures-Football sessions	Pupils mix with other students and the community of the school is developed in a safe environment. Students can develop fitness, skills and self-esteem.	-Student feedback -Attendance -Feedback from provider	CO/JW	Half termly	£2500
	Nail art	Promote attendance of students. Students learn transferable skills that can be linked to post-16 choices.	-Student feedback -Attendance	NA	Half termly	£600

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	Horse riding with 1-2-1 support	Students take part in activities that they would not usually have the opportunity to take part in.	-Student feedback -Attendance -Feedback from provider	JW	Half termly	£800 for 20 sessions
Students engage in activities to promote well-being and participation	Fishing Cycling	Students take part in activities they would not normally be able to participate in. Sessions develop skills, relationships, awareness of the environment and self-esteem. Community volunteering- working with others and environmental clear up.	-Student feedback -Attendance -AQA qualifications achieved	GF	Half termly	£500
Students are ready to participate in work experience and work related learning	Clothing and footwear- construction boots, sports equipment, etc	Students will often not take part in activities if they feel they have incorrect clothing.	-on request by students or work provider	JW/CF	When needed	£500
<b>Other approaches</b>						
Desired outcome	Chosen action/Approach	What is the rationale for this activity?	How will you ensure it is implemented well	Staff lead	When will it be reviewed?	
For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally ready to learn.	Food available in common room at breakfast breaks and lunch. Food provided before exams.	The EEF found that food on arrival and throughout the day can boost reading, writing and maths.	-Student feedback to ensure that food meets the needs of students and a variety of food is on offer.	CF	Half termly	£600

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Students are supported with emotional and mental needs to allow them to access school and learning	Student counselling	Mentoring for vulnerable students to provide to provide social and emotional support through practical strategies.	-Counselling consent forms. Names allocated 30 min slot. - Confidential but safeguarding forms are completed for high risk disclosures. -Monitor by student feedback and Student councillor.	CF/NA	Weekly	£2400
Students and families receive support if they live outside of catchment. Fair accessibility to school.	Bus passes	By providing monthly bus passes to PP students this should promote attendance and punctuality.	-Monitor punctuality and attendance. - Feedback to parents.	CF	Weekly	£1400 (7 students)
Estimated total	(Please note the cost for interventions are estimated and are depended placements being available and students taking up the offer)					£30630