

## Pupil Premium Strategy: Westbridge Academy

Pupil premium is additional funding Westbridge Academy receives to support students that are economically disadvantaged. Westbridge uses the money to allow these students to achieve their potential. The school gains Pupil Premium funding if they are currently in receipt of a free school meal or have been in the last six years. Students will gain additional funding if they are in care or have been adopted. If parents are in the armed forces this would also qualify for the funding.

Pupil premium money must be spent on improving academic outcomes and narrowing the gaps between that of their more advantaged peers. At Westbridge, we track student progress alongside their behaviour and attendance as they impact upon one another.

The data is analysed at three points across the year and the funding is reviewed within Progress meetings. Due to the nature of our cohort the spending is adapted continually due to the changes in individual needs. The plan is an outline of initiatives and strategies which are used throughout the year.

<b>1. Summary</b>					
<b>School</b>	Westbridge Academy	<b>Number of pupils eligible for PP in total</b>	2019/20-18 2020/21-24	<b>Review planning for expenditure</b>	May 2020*
<b>Academic Year</b>	Sept 2019 to March 2020	<b>CIC eligible for PP</b>	2019/20-3 2020/21-3	November 2019*	November 2020
<b>Total roll</b>	2019/20-32 2020/21- 34	<b>Total PP funding</b>	2019/20-£21,609.12 Projected 2020/21- £20200	February 2020*	March 2020

The figures provided are variable due to changes in student status of being in and out of care. Many students are dual role which also impacts upon funding levels.

The 2019-20 strategy placed a large emphasis on improving engagement and experiences. The plan allowed students to work within many vocational fields and gave them opportunities to participate in new environments. Part of the funding allowed students to have 1-2-1 teaching to allow them to work on gaps in learning.

It is felt that we need to improve our monitoring of reading of PPG students and this will be implemented by an improved tracking system and regular reading checks. This will allow us to see how our initiatives are impacting upon PPG students.

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<b>2. Progress November 2019 (Students making expected progress or better)</b>							
Year 10	PPG	Whole cohort	Gap	Year 11	PPG	Whole cohort	Gap
English	33%	44%	-11%	English	56%	46%	+10%
Maths	33%	44%	-11%	Maths	60%	50%	+10%

<b>2. Progress February 2020 (Students making expected progress or better)</b>							
Year 10	PPG	Whole cohort	Gap	Year 11	PPG	Whole cohort	Gap
English	80%	50%	+30%	English	30%	30%	0
Maths	60%	40%	+20%	Maths	30%	39%	-9%

<b>2. Progress End of academic year (Students making expected progress or better)</b>							
Year 10	PPG	Whole cohort	Gap	Year 11	PPG	Whole cohort	Gap
English	As of end of February 2020 due to COVID-19 closure			English	50%	52%	-2%
Maths				Maths	70%	61%	+9%

\*Please note that the data provided for end of year progress is measured using teacher assessed grades that were moderated and verified by the examining board.

Throughout the academic year PPG funding was implemented to improve engagement, attainment and opportunities for PPG students. The strategies in used impacted upon individuals. With such a small cohort of students it is difficult to look at percentages provided as each individual can sway the percentage of the sub-groups.

It is evident to see that the strategies in place played some part in improving the progression of students in Year 10 from November to February. Many of the strategies in place were focussed around engagement. The year 10 gap is more complex in terms of analysing the impact of spending as the results of grades were based on moderated teacher grading.

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<b>3. Attendance November 2019</b>			
Year 10	Gap	Year 11	Gap
Attendance	-1.6%	Attendance	-2.2%
<b>Attendance February 2020</b>			
Year 10	Gap	Year 11	Gap
Attendance	-1.5%	Attendance	-3.4%
<b>Attendance End of year-</b> No change from March data due to Covid 19 closure			

Gaps in attendance are difficult to analyse due to small cohort numbers. Two PPG students in Year 11 were persistently absent which impacted upon the improvements we made with other PPG students within that year group.

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<b>4. Barriers to learning (for pupils eligible for PP)</b>	
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>5. 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>6. 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/magazines 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 all opportunities taken to maximise on this during lessons.</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>	AJ	Termly	£100 for new magazines to be replenished each term.

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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.	AJ	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. GF 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	£3000
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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Revision materials for Year 11	CGP revision books and work books to be purchased to support home learning		- Revision session methods to show students best practice for revising at home.	NA	Summer term	£250
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?	
For pupils to experience vocational opportunities.	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	£750 (cost for first 4 taster sessions) x 5
	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	£750 (6 week placement for 4 students)



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	Farm	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. Volunteering and enterprise opportunities.	-Student feedback -Attendance -Feedback from provider -AQA awards	NA/JW	Half termly	£600 (Cost for first 5 sessions) 6 places available
	Wolsey workshops	New experiences and developing cultural awareness. Opening up opportunities in varied vocations. Allowing students to develop talent.	-Student feedback -Attendance -Feedback from provider -AQA awards	NA/JW	Half termly	£760 (Cost for 6 sessions for 3 students)
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 for practical activities.	-Student feedback -Attendance - Evaluation from staff	NA	Half termly	£200
Students to develop fitness and sports skills	Muay Thai Boxing	Qualified coach develops interest in fitness and develops resilience. Feedback highlights positive comments.	-Student feedback -Attendance -Feedback from provider	JW	Half termly	£1200

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	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	£2800
	Nail art	Promote attendance of students. Students learn transferable skills that can be linked to post-16 choices.	-Student feedback -Attendance	NA	Half termly	£400
Students engage in activities to promote well-being and participation	Fishing	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	£300
Students are ready to participate in work experience and work related learning	Clothing and footwear allowance to support with work experience.	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	£200
Other approaches						

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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
Students are supported with emotional and mental needs to allow them to access school and learning	Small group sessions with Christian youth worker. Money will be used to fund visits and activities for mentoring sessions.	The supportive, healthy relationships formed between mentors and mentees are both immediate and long-term and contribute to a host of benefits for mentors and mentees.	-Weekly meetings and evaluations. -Progress with student ILPs. - Student feedback	NA and TM	Half termly	£500