

Pupil Premium Strategy Statement

1. Summary information					
School	Westbourne Academy				
Academic Year	2017/2018	Total PP budget	£282,370	Date of most recent PP Review	Nov 2017
Total number of pupils	1007	Number of pupils eligible for PP	287	Date for next internal review of this strategy	March 2018
2. Key Indicators (most recent Year 11 2017)					
Cohort 170 (45 Disadvantaged)	All Pupils (Westbourne) APS =	All Pupils (National)	Pupils eligible for PP (Disadvantaged) (Westbourne) APS =	Pupils eligible for PP (Disadvantaged) (National)	
Progress 8	0.06 (-0.13 to 0.26)	-0.03	-0.51 (-0.87 to -0.14)	-0.40	
Ebacc (Maths, English, x2 Science, Humanities and Lang) 9-4 (% entered for Ebacc)	12% (17%)	23.7% (35%)	4% (9%)	11.7% (25.4)	
% Attaining 9-5 in English (Best) and Maths (Basics 5)	37%	42%	20%	24.5%	
Basics 5 (Higher Ability Students – HAPS)	83%	76%	75%		
Basics 5 (Middle Ability Students – MAPS)	28%	24%	11%		
Basics 5 (Lower Ability Students – LAPS)	4%	2%	%		
% Attaining 9-4 in English (Best) and Maths (Basics 4)	58%	63%	49%	44.3%	
Basics 4 (Higher Ability Students – HAPS)	95%	92%	100%		
Basics 4 (Middle Ability Students – MAPS)	61%	54%	50%		
Basics 4 (Lower Ability Students – LAPS)	7%	9%	0%		
Attainment 8	42	46.3	36.2	41.1	
Average Grade	4.2/C-	4.6/C	3.6/D	4.1	
Attendance	94.3%	94.8%	92.9%		

Persistently Absent	13.4%	13.1%		
%Staying in education or entering employment after Key Stage 4	99			
3. Barriers to future attainment (for pupils eligible for PP)				
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>				
A.	Literacy. A significant number of students have poor literacy skills in both reading and writing which impact on their progress.			
B.	Male aspirations and parental engagement. The gap between boys and girls' achievement is widening and we need to focus on this.			
C.	Home Learning. Students need to become more independent learners.			
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>				
D.	A lack of regular routines including home reading, homework and having correct equipment in school.			
E.	Parental Engagement. We need to ensure that we provide opportunities for parents on how they can support their child at school.			
F.	Consistent attendance and punctuality.			
4. Desired outcomes <i>(desired outcomes and how and when they will be measured)</i>			Success criteria	
A.	Literacy. Improved reading ages and comprehension ages for students.		Students, who are eligible for PP, will have reading ages comparable or above their chronological reading age.	
B.	Attendance. We need to improve the attendance of PP students. Attendance of parents at key school events		Attendance of PP students to be at or above the national average. School event attendance for parents improving.	
C.	Male aspirations and engagement.		The Progress Eight figure for boys will improve and be as close to 0 as possible.	
D.	Home Learning.		There will be a reduction in the number of negative points accrued for home learning.	
5. Planned expenditure				
Academic year	2017-2018			
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	Year Group	When will you review implementation?
To ensure pp students receive high quality teaching	Regular CPD and LW Use of tuition Review of PP provision	Quality of teaching improved Staff evaluation of CPD has been positive, Student led CPD received 100% of staff attending 'good' or 'outstanding'	Continue to use student led CPD once per term Continue targeted CPD programme	MWo	Whole School	Ongoing
Students will become more confident with key literacy skills.	Whole school literacy focus including literacy mats, fortnightly literacy focus and use of keywords in all subject areas.	Having a united approach will ensure that literacy aspects such as sentence structures etc are standardised so that students become more familiar with the aspects across the academy.	Twilight CPD sessions for staff will allow development of materials. Fortnightly literacy focus shared with staff at staff briefing. Lesson observations, learning walks and book scrutinies will monitor whether this has been successful.	ASm	Whole School	January 2018 and May 2018
All staff will be aware of the needs of boys	Whole school CPD, Half term action by staff to follow up on individual students in the boys/pp or boys group	Acknowledging the issues surrounding boys but will help staff focus on the key ways to raise achievement for all which is effective marking and feedback, positive relationships based on effective behaviour management and high expectations for all.	CPD session January. Supported by intranet page on boys/pp achievement, follow up activity which will be built upon in twilight PD in February and March based upon KS3 intervention and the effective use of marksheets	MBo	Whole School – but intervention focus Y7-10	February 2018 and April 2018

All staff are aware of the needs of students who are eligible for Pupil Premium.	Surveys to be completed with all PP students. Personal Learning Profile will ensure that staff are aware of the needs of these students and how to support them effectively. Development of marksheets to show "complete" picture of student and identifying barriers to achievement.	In SEN, we have trialled a new One Page Profile approach which gives students a voice on support and allows them to comment on what strategies and support will help them in the class.	All staff will receive profiles for the selected students. Evidence through learning walks, lesson observations etc.	MAB	Whole School	January , March and June 2018
For PP students in Year Eleven to close the gap.	Comprehensive intervention/mentoring programme to be established.	Closer tracking of PP students is needed. This will allow us to intervene more quickly in cases of underperformance.	Fortnightly meetings to look at the progress and discuss appropriate interventions.	Dedicated team.	Year Eleven	January, March and May 2018
To focus on the achievement and performance of boys across the academy in order to raise aspirations and engagement.	Strategy group to look at the performance of boys across the academy. Opportunities for student voice and relevant CPD opportunities for staff. Various events for boys within the academy e.g. Brickologists.	Currently, the gap between boys and girls is widening. We need to look at the performance of boys across the academy and intervene where necessary.	Formation of strategy group to focus on boys' achievement. Evidence through learning walks, lesson observations etc.	MBo, MAb	All Years	January, March and June 2018
To develop a coaching programme to support staff in terms of teaching and learning.	Coaching programme has been developed to support staff who have areas of development from lesson observations/learning walks.	This programme is to ensure consistency in terms of teaching so that all teachers are good or outstanding.	Evidence will be through lesson observations, learning walks, book scrutinies etc.	MWd/EKe		At the start of every half term.

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Year Group	When will you review implementation?
Students will become more confident with comprehension and decoding skills.	Dedicated comprehension groups will allow students to work on a text and to develop vital skills in decoding texts.	We have discovered that although several students can read aloud fluently, they are often struggling to fully understand with what they have read. EEF indicates that comprehension/reading programmes can potentially have an impact of at least five months.	Students will be selected based on their results from the STAR Reading programme and will be placed in dedicated groups. A robust Scheme of Learning will be implemented.	MAB, AJo, LPe, RPa.	Years Seven and Eight	February, May and June 2018.
Students will become more proficient in spelling. Due to the demands of the new GCSE specifications, it is vital that we support students with their spelling skills.	Whole school spelling tests based on the keywords for each GCSE subject. Implementation of 'Apples and Pears' spelling programme to support the weakest spellers.	Spelling is a key issue for several students and we want them to become more familiar with the keywords in each subject so that they can improve their spelling ability. Becoming more confident spellers will have an impact on the quality of written work.	All departments to produce keywords for their subject areas. Weekly spelling tests to be set across the whole academy. Results from the spelling test will highlight any student who needs extra intervention which will be provided by the 'Apples and Pears' spelling programme.	ASm, MAb.	Years Seven to Eleven	March and July 2018
Implementation of Lexia programme for students who struggle with literacy.	Students can work through the Lexia programme individually at their own pace.	This is an online programme which has proven success rates. The research from Lexia suggests that within a four-month period, students can increase their reading age by at least six months.	As the programme is online, it is extremely easy to track progress and intervene where necessary. Letters will be sent home to parents about the programme.	MAB, LPe	Years Seven to Nine	February, May and July 2018
Implementation of Maths Club for vulnerable students which is run by year 9s with support from a teacher.	Students can plan lessons and build confidence to those students who are less proficient in maths.	This was trialled last year and the feedback from both sets of students were positive after the term	Support in planning by maths teacher supported by lead practitioner.	CHo, PMb	Year Seven	January, March and July 2018

iii. Other approaches						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Year Group	When will you review implementation?
For parents to be more informed about their child's learning.	Hosting different events to inform parents about how to support their child at school.	EEF research shows that parental involvement can have an impact of three months on a child's progress. By providing opportunities for parents to attend different events will allow them to become more familiar with their child's learning and support where necessary.	Programme of events for parents. Letters will be sent home and we will monitor attendance at events.	MBo, RHa, MAb	Years Seven to Eleven	March 2018
For students to become more independent home learners.	Home Learning to be a priority area. Subscriptions to 'Show My Homework' and various online homework platforms such as 'Maths Watch' and 'Doddle'. Implementation of a homework club to support learners.	EEF research shows that homework has a potential gain of five months progress. Our students need to become more independent and resilient learners. We will invest in online programmes such as 'Show My Homework' which allows homework to be tracked. Additionally, there is also other programmes such as 'Doddle' which will track student progress in specific subject areas. The creation of a homework club will allow targeted intervention and support for those students who struggle.	Online programmes will allow us to produce reports which will identify students who are not completing homework and intervene where necessary.	RHa	Years Seven to Eleven	January and March 2018
To develop a bespoke transition programme for vulnerable learners from Year Six.	Ensuring the transition process is smooth is crucial to students' success in Year Seven. Furthermore, we need to establish further links with our feeder schools.	Through liaison with our feeder primaries, we will identify students who will find the process challenging and develop a bespoke programme.	Through work with the feeder schools and engaging students' perceptions of the transition process. Data from SIMS when students are in Year Seven will highlight if the programme has been successful.	MAB, CSa.	Year Six Students	September 2018
To develop the Oasis provision to support vulnerable students at KS4.	Providing opportunities for students who are 'at risk'.	Through the inclusion forum, identifying students who would benefit from extra support in the Oasis centre and developing a bespoke programme for them.	Weekly inclusion forum meetings.	MAB, CGa, CCo, CCI.	Years Seven to Year Eleven	January, April and July 2018
To break the Disadvantaged boy culture	Having a key initiative targeted at boys in each year group where a strong male lead will take	Boys relate to strong role models and can moderate behaviour and improve in outcomes. We will be able to benchmark	Carefully chosen members of staff with proven outcomes with boys	MBo	Years Seven to Year Eleven	April 2018

	a targeted disadvantaged boys tutor group once a week ensuring coverage in years 7, 8, 9 & 11. In Year 10 targeted boys will take part in external mentoring programme in conjunction with Barclays Bank.	attendance, home learning deadlines missed and behaviour at the start.				
To support vulnerable students via the pastoral system to improve attendance, behaviour, progress and well being	House System and Vertical Tutoring (with where possible two tutors). Mentoring. The deployment of outside agencies and internal counselling services for students most in need	Many Westbourne Students face challenges that need the support of a coherent pastoral system and tutor groups that provide opportunities of effective mentoring.	Weekly House assembly on agreed themes. Attendance triangle Extra numeracy and literacy Weekly House/Tutor meetings to mentor student GTr/MBo line management of pastoral hub Use of LABS to identify the correct students	CCo RHa GTr MBo	Whole School	
<p>In addition to the above initiatives these will complement the existing strategies in place that are continuing; detailed below. These have been refined to accommodate the above where there are cost implications and in the main staff have either been reallocated or given extra responsibilities to ensure all initiatives can fall within the budget.</p> <p style="text-align: right;">Total budgeted cost: £270,000 + £12,000 additionally ring fenced budget for specific in year proposals</p>						

Previous Academic Year		2016 - 2017	
Spend		£282,000	
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)

Students to be provided with extra classes after school in key subject areas – mainly subjects where they are struggling.	Implementation of period six and seven lessons for all subject areas.	Over 60% of PP students attended these sessions to help them with the knowledge and skills needed in the exams.	This approach will continue so that students have the best possible opportunities to succeed in all their subject areas. We do need to modify this approach so that we ensure that all students attend and will be inviting parents in of those students who fail to attend.
Students to be provided support in lessons by the Intervention team.	TA support is put in place to support students in lessons to improve their level of attainment and achievement.	Support has been much more effective due to TAs being put in individual subject areas to become specialists within their chosen areas. This enables the support to be more targeted to students' individual needs and ensures that TAs can support students in differentiation.	This approach will continue and it is hoped that TAs will start to attend more departmental meetings etc. We will need to assess the provision by conducting learning walks.
EAL Induction and Support.	There are different levels of induction programmes based on language need.	All new arrivals are assessed by the Team Leader EAL and have our bespoke induction programme which lasts up to four weeks. We also provide students with further support by giving students extra lessons or the opportunity to take the IGCSE English as a Second Language.	This approach will continue next year. The induction programme is constantly evaluated to ensure students' needs are met.

i. Targeted support

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)
Holiday Revision Sessions	In October half term, February half term, Easter and during May half term, revision sessions took place for several different subject areas.	Overall, the attendance was good. This allowed students to have vital exam practice and deal with any misconceptions in learning.	This approach will continue next year but we need to ensure that we tackle those students who persistently do not attend.

House System.	Vertical tutoring has been implemented at Westbourne for the past two years. Westbourne currently has a high proportion of boys. Introducing the house system ensures that we can provide competition in terms of behaviour, attendance, and achievement. We are also able to offer mentoring to all students by having two tutors per group.	Using different competitions has motivated students within the academy e.g. the attendance competition for the highest attending form, the charity fundraising etc. Mentoring allows early intervention for students who are potentially 'at risk'.	This approach will continue. There are just some improvements to be made to the mentoring process to make the programme more robust and to ensure that all students are mentored effectively and staff have appropriate guidance on what they need to deliver.
Careers Advice	Employing a dedicated careers advisor ensures that we can offer a bespoke careers programme involving visits, careers interviews etc.	All students had the opportunity to visit our Careers Fair. We also ensure that PP students have access to careers interviews and guidance when needed. We support students in making their applications to post sixteen providers and liaise carefully with our feeder providers to ensure that the transition process is smooth. We only have one PP student who is currently a NEET. Additionally, to raise aspiration, we ensure that our Year Ten students have access to transition days where they can experience different activities.	This approach will continue in 2017/2018.
Counselling	We are addressing the emerging SEMH needs of our cohort and are looking to ensure that students have access to counselling services. We employ an integrative therapist for three days a week.	Over 70% of students who accessed this service were PP students. The advice, support and counselling has been crucial in keeping these students in school and safe out of school.	This approach will continue in 2017/2018.

Accelerated Reader	Students in sets two, three and four in Years Seven and Eight follow the Accelerated Reader programme which ensures that students can make progress with their reading.	Research conducted by Durham University shows that Accelerated Reader can increase reading age by three months in twenty two weeks. We extended the programme to also include the set four ability groups in Years Nine and Ten as this intervention is crucial in ensuring that students have the skills to cope with the demands of the challenging GCSE papers. This programme also allows us to track progress and intervene where necessary.	This approach will continue but it is envisaged that results will be shared across the academy so that all staff are aware of the reading levels of their students and can differentiate where necessary. We are also ensuring that we run 'Reading Enrichment' to support the students whose reading age is significantly below their chronological age. This happens after school on Tuesdays, Wednesdays and Thursdays. We will be promoting this more extensively with parents.
Nurture Group	Nurture Group is for Year Seven students who find the transition between primary and secondary school challenging.	Students are identified who need additional support. We also funded for our specialist TAs to have additional training in aspects such as sensory storytelling and to visit other schools to look at their provision. We look at the data on SIMS as a measuring tool and expect to see a decrease in incidents and disputes for those students selected.	This approach will continue but we are looking at using a more robust tracking system e.g. the Boxall Profile to support the students' needs more effectively.
Cogmed	Give the emphasis upon the new GCSEs to retain facts and information, this programme helps students with their working memory.	This is a programme which assess students' abilities via a memory test. Students then work on an online programme on a weekly basis. At the end of the programme, students are retested to look at improvements made.	This approach will continue but we will modify this so that students can also access this at home as well as school.
ii. Other approaches			
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)

Parent/Tutor Meetings	Form tutors are required to meet with the parents of their form group members at least once per academic year.	This has been successful with both our Year Eleven and Year Seven students. Meeting Year Seven parents allows us to quickly identify any issues within the transition process and support students who may need extra help and support. Furthermore, this also enables the parents to become more familiar with our expectations and aspirations. In terms of Year Eleven, this meeting provides the opportunity to ensure that parents are aware of things such as the PREs, deadlines etc and know how to support their child.	This approach will continue but also open up to the other Year Groups as well.
Subsidised trips and Music Lessons	Providing financial assistance to students for trips and music lessons.	Removing financial barriers to school visits which have direct impact on achievement through enrichment. Several of our disadvantaged students play an instrument and receive fortnightly free peripatetic tuition.	This approach will continue in 2017/2018.
Attendance	Dedicated Attendance Officer who tracks attendance across the school.	Attendance Officer works closely with the Pastoral Team. Home visits are conducted for persistent absentees. Launch of meetings for students whose attendance is a cause of concern. Overall school attendance increased.	This approach will continue in 2017/2018.