

## Pupil Premium and Catch up Funding

### Background

The Pupil Premium provides funding for pupils who:

- have been in receipt of free school meals (FSM) at any point in the past 6 years (£935 per child)
- have been continuously looked after for the past six months (£1,900 per child)
- are adopted from care under the Adoption and Children Act 2002<sup>1</sup> or who have left care under a Special Guardianship or Residence Order (£1,900)
- have parents that are currently serving in the armed forces, or whose parent /guardian is in receipt of a pension from the MoD (£300 per child)

The Department for Education categorises the above group as Disadvantaged for monitoring and accountability purposes.

The Year 7 Catch up grant provides funding for pupils whose:

- key stage 2 assessment data did not reach level 4, 5 or 6 in reading or mathematics (£500)

Schools are held accountable for the spending of these monies, performance tables will capture the achievement of disadvantaged students covered by the Pupil Premium.

### Vision

Westbourne Academy is committed to providing effective resources and ensuring vital support is in place for our disadvantaged students to improve their academic outcomes. Our key objectives in utilising the Pupil Premium Grant are to close the attainment and progress gap between eligible students and their peers.

This document details the spend of the Pupil Premium 2015/2016, the impact following the publication of the results in the summer of 2016 and a review of the spending over the academic year and what the changes will be in place for 2016-2017.

At the end of the last academic year Westbourne Academy decided to align intervention for disadvantaged students into four key objectives in its commitment to narrowing the attainment and progress gap more rapidly; these being:-

- 1 - Curriculum / Preparation for School Life / Parental Engagement:** to develop further the range of intervention strategies in use to ensure PP students in all years make progress in line with or exceeding the progress of their non PP peers. To ensure PP students are properly prepared for KS3 and there is increased parental engagement.
- 2 - Teaching and Learning / Outcomes:** to further improve teaching and learning across school and for targeted cohorts to raise outcomes and progress.
- 3 - Wider Outcomes / Destinations / Well Being:** to provide a range of opportunities and advice for students to access learning opportunities outside no matter what their background is.
- 4 - Attendance / Behaviour and Mindset:** to implement strategies addressing the attendance gap between PP non PP students, to continue to raise behaviour standards and to promote a growth mindset.

## Report on Spending of Pupil Premium 2015-2016

### Allocation

Pupil Premium 2015-2016	
Number of eligible pupils	316
Amount received per pupil	£935
Total PP/Disadvantaged monies received	<b>£295,460</b>
Catch Up Grant 2015 - 2016	
Amount received per pupil	£500 (42 awards Maths / English / Maths & English)
Total Catch Up grant received	<b>£21,000</b>

### Pupil Premium Cohort



## Impact/Outcomes - Disadvantaged

### Summary

	Westbourne 2015	Westbourne 2016	National Averages
Progress 8 GAP	-1.01	-0.64 .47 improvement	-0.52
Basics Gap	-27%	-22% 5% improvement	-27% 5% better
English A*-C GAP	-31%	-16% 15% improvement	-23% 7% better
Maths A*-C GAP	-24%	-5% 19% improvement	-25% 20% better
English Expected Progress GAP	-24%	-22% 2% improvement	-17.2%
Maths Expected Progress GAP	-30%	-16% 14% improvement	-24% 8% better

### 5 A\*-C Incl. English and Maths (Legacy Measure)

	2014-2015	2015-2016
National 5A*-CEM	56	56*
Westbourne 5A*-CEM	42	50
Non PP/Disadvantaged	50	57
PP/Disadvantaged	22	35
National Non PP/Disad	63	63*
Westbourne Gap	28	20
Westbourne to National Gap	41	28

### Expected Levels of Progress (Legacy Measure)

Maths %	2015 Sch	National 2015	Sch PP vs Nat NPP	2016 Sch	National* 2016	Sch PP vs Nat NPP
ELOP	59	66		71	66	
NPP	67	72		76	72	
PP/Dis	37	49		60	49	
Gap	30	23	35	16	23	12
<b>English</b>						
ELOP	59	69		64	69	
NPP	67	74		72	74	
PP/Dis	43	57		50	57	
Gap	24	17	31	22	17	24

## Progress 8 (New Measure) – see Curriculum

	Progress 8	English Element	Maths Element	Ebacc Element	Open Element
2016	-0.64	-0.47	0.17	-1.15	-0.46
2015	-1.01	-1.10	-0.58	-0.97	-1.27

## Attendance

Performance Indicator	Whole School Attendance - Cumulative			Sessions Missed - PA		
	Previous Year	Current %	National %	Previous Year	Current %	National*
	2014 -15	2015 -16	Benchmark	2014 -15	2015 -16	Benchmark
Whole School	93.2	94.7	94.8*	9.6	6.7	5.6
Girls	92.8	94.9	94.7	11.1	7.1	5.8
Boys	93.5	94.5	94.9	8.4	6.5	5.4
FSM.	91.3	90.6	92.5	15.1	20	10.9
NON FSM	94.1	95.7	95.7	7.1	3.7	3.3

Persistent Absence or PA = 10% or more sessions missed from and including the 2015-2016 academic year. For comparison purposes only for 2015-2016 using 15% measure.

\*validated figures not available

## NEET

Overall 2014	Overall 2015	Non PP 2015	PP/Dis 2015	Overall 2016	Non PP 2016	PP/Dis 2016
7.4%	2.3%	1.2%	5.5%	1.9%	0.7%	4.2%

Note: 2015/16 data is still unconfirmed at this early stage. In the East of England in Q4 of 2015, 9.6% of 16-24 year olds were confirmed as NEET. The National figure was 12%.

## Curriculum

The Progress 8 measure is designed to encourage schools to offer a broad and balanced curriculum at KS4, and reward schools for the teaching of all their pupils. The new measure is based on students' progress measured across eight subjects: English; mathematics; three other English Baccalaureate (EBacc) subjects (sciences, computer science, geography, history and languages); and three further subjects, which can be from the range of EBacc subjects, or can be any other approved, high-value arts, academic, or vocational qualification e.g. BTEC.

During this academic year Westbourne changed the curriculum choices at KS4. The effect of these changes mean that more students will study Ebacc subjects in Year 10 and 11 and improve the outcomes for students and Westbourne. The effect of this curriculum change can be seen below.

- 52% of disadvantaged students **did not have a full 3 x EBacc subjects**, in the results for 2015-16:

# EBacc	% of Year 11 Disad / PPI	Dis/PPI Total
0	0	52%
1	27%	
2	25%	
3	48%	

- In the current Year 11 - 25% of disadvantaged students **do not have a full 3 x EBacc subjects**:

# EBacc	% of Year 11 Disad / PPI	Dis/PPI Total
0	0	25%
1	0	
2	25%	
3	75%	

- Changes to the option/pathway process and the advice provided has resulted in 90% of **all** students having all three slots filled for the current Year 10.
- For disadvantaged students in Year 10 evidences only 6% of students **not having a full 3 x EBacc subjects**.

# EBacc	% of Year 11 Disad / PPI	Dis/PPI Total
0	0	6%
1	0	
2	6%	
3	94%	

## Impact/Outcomes – Year 7 Catch up

English Y7 (2015-2016)								
No.s	Group	APS	Autumn			Summer		
			Below Level 4 of Group	% of Below 4 who are 2 or lower (incl. B & T)	% of Below 4 who are B & T	Below Level 4 of Group	% conversion	% conversion excl. B & T
	Year 7 All	28.58						
177	Year 7	20.94*	16%	43%	32%	7%	54%	79%
25	PP	20.62*	32%	13%	13%	12%	63%	71%
152	Non PP	21.18*	13%	55%	40%	7%	50%	83%
16	SEND	20.60*	50%	38%	25%	44%	13%	17%
161	Non SEND	21.14*	12%	45%	35%	4%	70%	85%

\* B&T excluded from calculations

B = Working below the level of the tests T= Unable to access tests

Maths Y7 (2015-2016)								
No.s	Group	APS	Autumn			Summer		
			Below Level 4 of Group	% of Below 4 who are 2 or lower (incl. B & T)	% of Below 4 who are B & T	Below Level 4 of Group	% conversion	% conversion excl. B & T
	Year 7 All	28.58						
177	Year 7	20.94*	18%	38%	28%	14%	22%	30%
25	PP	20.62*	48%	17%	8%	40%	17%	18%
152	Non PP	21.18*	13%	50%	10%	10%	25%	28%
16	SEND	20.60*	56%	33%	11%	44%	22%	25%
161	Non SEND	21.14*	14%	39%	39%	12%	17%	85%

\* B&T excluded from calculations

B = Working below the level of the tests T= Unable to access tests

For Maths and English the catch up delivered through study plus required students to be removed from languages. This ultimately reduced their curriculum choices at KS4. This practice has ceased for the new academic year with students reducing their teaching initially in Music, Drama, and Science.

Progress in Maths, notwithstanding that nearly 1/3rd of the students who were below level 4 either failed to record a score or access the KS2 tests, needs to be higher.

In the new academic year the school has taken steps to boost numeracy through the introduction of Ninja Maths during vertical tutor time and Times Table Rockstars after October half term. Furthermore the school has overstaffed in both Maths and English to ensure catch up is provided by subject specialists for a de

In addition the School will be using Catchup.org numeracy and literacy resources to further support students in Y8-10 via tailored 15 minute sessions with Teaching Assistants who have been trained to deliver the new programme.

The school will be working with its primary feeders to ensure the mathematics “drop off” following the taking of KS2 tests in May is addressed through access to a number of our online numeracy packages and extra numeracy taster days ahead of summer school.

Finally the availability of the question/results analysis for the new SATS will inform planning by identifying gaps from primary school assessments.

## Overview of Pupil Premium Plan 2015 – 2016

**Key Objective 1 – Curriculum / Preparation for School Life / Parental Engagement:** to develop further the range of intervention strategies in use to ensure PP students in all years make progress in line with or exceeding the progress of their non PP peers. To ensure PP students are properly prepared for KS3 and there is increased parental engagement.

<b>Literacy</b>
The development of good literacy skills is a whole school focus. Standardised reading scores are collected for every pupil in every year for reading. These are carefully tracked and monitored across the school. Pupils with low literacy levels are provided with additional support so that basic skills can be developed properly. For disadvantaged pupils with literacy difficulties, the Pupil Premium funding is used to meet their individual needs in order to remove this barrier to learning. Accelerated Reader is timetabled for all students in Years 7-8 as one of their English lessons and after school literacy clubs support the least able as well as challenge the more able students.
<b>Transition Profiles</b>
To enable the curriculum to effectively meet the needs of learners all Year 7 students will have a transition profile, providing detailed information about the disadvantaged student and strategies to support the student within your lesson.
<b>Parent / Tutor Meetings</b>
In order to address the challenge of their home circumstances and provide opportunities to work closely with parents or support parents in some way in order to ensure that the pupil could succeed in school parents are invited to one to one meetings outside of the normal parent/teacher meetings providing sufficient time to discuss barriers/complex issues.
<b>Summer School</b>
This programme runs for the first two weeks of the Summer holidays. The target audience is Year Six students who are not 'secondary ready'. This covers students academically but also students who would find the Although the programme is primarily literacy based, we endeavour to furnish students with a wide range of opportunities to develop other important skills such as team working, problem solving, creative arts etc.
<b>EAL Induction and Support</b>
A proportion of EAL students are also entitled to FSM. There are different levels of induction programmes depending upon their English experience with some of the programmes lasting up to 4 weeks including base lining assessment and the completion of pen portraits. The students are supported further in their school life through extra English, iGCSE English as a second language, one of the option blocks at KS4 to support their other studies, the opportunity to take a GCSE in their home language, EAL TA support in class and promoting parental engagement with regular coffee mornings.
<b>Study Plus</b>
A large number of disadvantaged students receive extra support with their numeracy and/or literacy in small groups, instead of studying a language.
<b>Nurture Group</b>
Some students find the transition process difficult or have issues with social skills and low self-esteem. Our dedicated nurture group offers support in Year Seven. Students participate in group work with a Teaching Assistant where they discuss concerns but also discuss any issues.

**Key Objective 2 - Teaching and Learning / Outcomes:** to further improve teaching and learning across school and for targeted cohorts to raise outcomes and progress.

<b>Data Tracking</b>
Data Tracking to identify the gaps – Systems will be introduced during this academic year to rigorously track across all year groups and identify all underachieving pupils. A disproportionate number of these are disadvantaged pupils. The subsequent interventions are based on underperformance and other factors that contribute. These might be related, for example, to attendance, behaviour, or factors outside of school.
<b>Teaching and Independent Learning</b>
All staff recognise and accept that the vast majority of pupils’ progress comes out of good teaching and learning on a day-to-day basis. There is, therefore, a major drive for independent learning, the development of thinking skills and clear assessments that support learning. Staff training has been focused accordingly with the purchase of SMHW, GCSEpod, the delivery of revision days for all Year 11s and the running of the Olevi Outstanding and Improving Teacher Development Programme.
<b>Out of Lesson Support</b>
The school considers this to be vital in order to even-out many of the disadvantages that pupils who are eligible for free school meals may face. They are provided with before, at lunchtime and after school provision to enable supported self-study. Computer equipment and support are all on hand. This has proved to be one of the most effective mechanisms for helping these pupils to achieve more.
Tailored individual support is provided across the curriculum and arrangements are made for resources to be available for each pupil as needed. Staff take responsibility for determining the additional resources that pupils need in order to achieve well. Appropriate requests for resources are met quickly so that pupils can make the quickest possible progress.
<b>Period 6/7</b>
The school recognises that many disadvantaged students face a challenging home life and that school represents the best opportunity to prepare for examinations. After February HT students will follow a five day P6/7 revision sessions where each period lasts for 30 minutes as opposed to 1 hour to keep students focussed.
<b>Pupil Premium Support Worker</b>
The appointment will enable the School to provide intensive, targeted and personalised support to a defined group of PP students all of whom are underachieving/experiencing a barrier to successful engagement in their education. The support worker will run bespoke support packages and worked closely with the English HLTA. Furthermore to ensure that there was wrap around care they worked with the pastoral team to identify areas of priority. The objective in all cases was to work towards students growing in aspiration, self-belief and achievement.
<b>Cogmed</b>
Given the emphasis upon the new GCSEs to retain key facts to a greater extent, this programme helps students with their working memory. Students take a test at the start of the programme which looks at different aspects of memory; they receive scores for each aspect. Following on from this, students complete an online programme on a weekly basis. At the end of the intervention, students take a test in order to show the progress made.



**Key Objective 3 - Wider Outcomes / Destinations / Well Being:** to provide a range of opportunities and advice for students to access learning opportunities outside no matter what their background is.

#### **House System – Summer 2015**

All students are allocated to one of 4 houses. The House system provides for the personal development and wellbeing of students. Each House is led and managed by a Head of House supported by a non-teaching Pastoral Mentor, year 11 House Prefects and Captains. Together they provide the opportunities, support, motivation and encouragement necessary for students to make good progress and fulfil their academic potential & achieve success, develop their skills and character through participation & involvement and develop a sense of belonging & community. House assembly is held for all students each week.

#### **Careers Advice**

Careers education, information and advice is very strong. Careers advice are carefully recorded for all disadvantaged pupils by the schools full-time careers coordinator (Level 6). In addition an external Independent Careers Advisor provides further advice (Matrix accredited). These pupils are provided one-to-one interviews ahead of making their option choices in Year 9, mock interviews, work experience fairs, careers fairs, post-16 information sessions and outside career events. This ensures that disadvantaged pupils can make informed decisions about their courses and choices and be very well prepared for their future lives beyond 16.

#### **Counselling**

Many of our Disadvantaged students have a range of complex social and behavioural needs. We employ a School counsellor (4YP) and an Integrative Therapist, who is a member of the British Association for Counselling and Psychotherapy. These sessions cover all issues including relationships, childhood sexual abuse, domestic violence, anger management, eating disorders and self-harm.

#### **Subsidised trips and Music Lessons**

Removing financial barriers to school visits which have direct impact on achievement through enrichment. A number of our disadvantaged students play an instrument and receive fortnightly free peripatetic tuition.

**Key Objective 4 – Attendance / Behaviour and Mindset:** to implement strategies addressing the attendance gap between PP non PP students, to continue to raise behaviour standards and to promote a growth mindset.

<b>Attendance</b>
Staff, teachers, parents, carers and pupils understand the causal link between attendance and achievement. Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to make early identification of issue and need within tutor groups and as a school through effective use of the School's Management Information System (MIS). At the start of the academic year a dedicated attendance officer appointed.
<b>Vertical Tutoring – Summer 2015</b>
Where pupils from Years 7 to 11 are grouped together for pastoral times, allows a reduced form size of approximately 20 pupils supported by one teacher and one member of the support staff. This ensures that more individual attention can be given. The interaction with each year group aims to address pupils' social and emotional skills where these were barriers to learning and help address in some instances low expectations. As a result, the school knows its pupils very well and understands their needs. 'Learning conversations' take place regularly within the tutor group in the form of one-to-one mentoring, advice and personal support. Improved knowledge of the individual pupils and their needs leads staff to make insightful requests for specific funding from a 'pot' of Pupil Premium funding that the school has set aside especially to provide tailored additional support.

## Review of Pupil Premium Plan 2015 – 2016 incorporating the provisional plan for 2016-17

Intervention	Impact
<b>£316,460 (incl. £21,000 catch-up)</b>	
<b>Key Objective 1</b>	<b>£86,000</b>
Accelerated Reader	<p>High</p> <p>Half of the intervention group, 90 students, in Year 7 were disadvantaged. 2/3<sup>rd</sup>s improved their reading age by, on average 10 months.</p> <p>In Year 8 a larger group were tested at the start of the year and the end; 180 students. 30% of students were disadvantaged. 80% of these students improved their reading age.</p> <p><i>Continue 2016-2017?</i></p> <p>Yes with modifications. Programme will be extended to set 4s in Year 9 and 10 in 2016-2017.</p>
Transition Profiles	<p>Moderate</p> <p>From the start of the academic year teachers now have access to key background information and how all disadvantaged students work effectively from information provided by pupils and KS2 teachers.</p> <p><i>Continue 2016-2017?</i></p> <p>Yes</p>
Parent / Tutor Meetings	<p>Moderate</p> <p>One meeting with each student and parent during the academic year. Parent surveys 86% positive about the level of interaction between parent and school. Attendance by disadvantaged students over 95%.</p> <p><i>Continue 2016-2017?</i></p> <p>Yes – refine timing of scheduled meetings to coincide with key events, data drops, pathway evenings and mock examinations.</p>
Summer School 2015	<p>Moderate</p> <p>56% of students who attended 'Summer Time 4 Learning' were pupil premium. 88% of pupil premium students attended every day for two weeks. 86% of pupil premium students enjoyed the experience and would recommend the programme to other students. We hosted an afternoon tea for parents and also survey parents. 100% of parents would recommend the programme to other parents and were very complimentary about the process</p> <p><i>Continue 2016-2017</i></p>

	<p>Yes – in the Summer term arrange for targeted students to visit the school for four mornings ahead of the Summer School.</p>
EAL Induction and Support	<p>High</p> <p>Progress 8 data is positive, where there is KS2 data. The results for this year fail to recognise the positive progress made by students without KS2 data due to mid key stage admissions. Students have been encouraged and supported to take their home language GCSE. Over a 1/3<sup>rd</sup> of EAL students are disadvantaged their Progress score was 0.52.</p> <p><i>Continue 2016-2017?</i></p> <p>Key area of the school where funding will be maintained and increased as EAL intake increases. For students without KS2 prior attainment, effective base lining and tracking to be refined in the next academic year using SIMS (the school’s management information system).</p>
Study Plus	<p>Moderate</p> <p>95 hours of support provided for literacy and numeracy. During this period of the 16% of the year group in English and 18% in Maths were below Level 4. 93% in English and 86% in Maths were working at level 4 by the end of the year.</p> <p><i>Continue 2016-2017?</i></p> <p>There has been a legacy of students missing the opportunity to study a language. The school’s Ebacc % is below significantly below national.</p> <p>The catch up has been less successful in Maths, notwithstanding that nearly 1/3<sup>rd</sup> of the students who were below level 4 either failed to record a score or access the KS2 tests. In the new academic year the school has taken steps to boost numeracy through the introduction of Ninja Maths during vertical tutor time and Times Table Rockstars after October half term. Furthermore the school has overstaffed in both Maths and English to ensure catch up is provided by subject specialists. The school will be working with its primary feeders to ensure the mathematics “drop off” following the taking of KS2 tests in May is addressed through access to a number of our online numeracy packages and extra numeracy taster days ahead of summer school. In addition the School will be using Catchup.org numeracy and literacy resources to further support students in Y8-10 via tailored 15 minute sessions with Teaching Assistants who have been trained to deliver the new programme. Finally the availability of the question/results analysis for the new SATS will inform planning by identifying gaps from primary school assessments.</p>
Nurture Group	<p><b>Moderate</b></p> <p>50% of the students who followed the Nurture group programme were disadvantaged. All of these students, who followed the programme received no behaviour points for poor behaviour or dispute incidents. Additionally all students felt they had grown in confidence.</p> <p><i>Continue 2016-2017</i></p>

Key Objective 2	£81,500
Data Tracking	<p>High</p> <p>Systems in place and subject to ongoing development enables the effective tracking of disadvantaged students. Teachers and stakeholders now have timely access to data on key/identified students.</p> <p><i>Continue 2016-2017</i></p> <p>Yes the transition from Go4Schools has been effective yet that there is still work to be done to ensure that all middle leaders and teachers are clearly focused on using achievement data to inform planning and to secure better progress for all students. To continue with the MIS Road Map of using data effectively to make impact.</p>
Teaching and Independent Learning	<p>High</p> <p>Impact of Olevi programme has contributed to 60% of middle leaders being good or better. There is no inadequate teaching in the academy. A number of the online resources for students to access have had a positive impact in terms of students being able to access revision resources via Microsoft OneDrive and having a central hub for students to access homework set (ShowMyHomework).</p> <p><i>Continue 2016-2017?</i></p> <p>Yes. Modified - student survey highlighted that GCSEpod was not engaging enough. Furthermore the impact on results whilst not directly attributed to GCSEpod subjects with high significant usage did not convert to corresponding improvements in outcomes. Raise the profile of SMHW by combining with effective monitoring sanction and rewards via the School's Management Information System.</p>
Out of Lesson Support	<p>High</p> <p>Pupil premium funding provided funding to allow the Learning Resource Centre to be opened before and after school to access support and computers. Funding also provided for the provision of laptops in special cases.</p> <p><i>Continue 2016-2017?</i></p> <p>Yes with ad hoc funding for capital purchases provided where there is a need.</p>
P6/7 and Revision Sessions	<p>High</p> <p>Over 75% of Pupil Premium eligible students engaged in additional revision sessions in a range of subjects.</p> <p><i>Continue 2016-2017?</i></p> <p>Yes. Begin after October Half Term to target coursework subjects. Start in Summer term for Year 10s.</p>

Pupil Premium Support Worker	<p>Moderate</p> <p>Intervention at KS4, but led to disadvantaged students who were at risk of not recording a grade at GCSE English leaving passing. The in year gap narrowed from -0.67 to -.31 based upon outcomes. KS3 support groups created including to build self-esteem and confidence.</p> <p><i>Continue 2016-2017?</i></p> <p>Yes but move personnel to work within SEND team</p>
Learning Support Assistants (LSA) and planning time	<p>Moderate</p> <p>Provided support to vulnerable pupils in lessons, including those who qualify for FSM, to help improve their level of attainment and achievement. Progress 8 score for Pupil Premium eligible students with SEND was high at +0.3</p> <p><i>Continue 2016-2017?</i></p> <p>Yes. SEND team has been restructured within the academic year. From September we have ensured that the teaching assistants spend the majority of their time in one department. This model will allow teaching assistants to become subject experts which will ensure that we can provide the best support for our students.</p>
<b>Key Objective 3</b>	<b>£82,250</b>
House System – Summer 2015	<p>High</p> <p>Westbourne has a high proportion of boys, 59% in Year 11 2015-16. The introduction of the House system has introduced competition into the elements of behaviour attendance and achievement. This is evidenced by the improvement in outcomes, attendance and untangible change to the school feel/environment revealed from student and staff surveys.</p> <p><i>Continue 2016-2017?</i></p> <p>Yes. Greater emphasis upon achievement with the launch of LABS to focus on vulnerable students targeted for bespoke intervention via <b>Learning, Attendance, Behaviour and Safeguarding</b> meetings recorded using the School's MIS SIMS.</p>
Careers Advice	<p>High</p> <p>See outcomes on NEET</p> <p><i>Continue 2016-2017?</i></p> <p>Yes</p>
Counselling	High

	<p>Over 55% of students who accessed this service were Disadvantaged students. The advice support and counselling has been crucial in keeping these students in school and safe out of school.</p> <p><i>Continue 2016-2017?</i></p> <p>Yes</p>
Subsidised trips and Music Lessons	<p>Moderate</p> <p>Pupil Premium funding enabled all Pupil Premium eligible students to access trip and visits . 6 students accessed 1-1 music tuition and sustained this throughout the year.</p> <p><i>Continue 2016-2017?</i></p> <p>Yes.</p>
<b>Key Objective 4</b>	<b>£67,500</b>
<b>Attendance</b>	<p>High</p> <p>Appointment of dedicated attendance officer, shared responsibility with Houses and Tutors. Weekly meetings discussing individual attendance issues. Whole school attendance has improved from 93.2% to 94.7%. The FSM attendance measure only has fallen from 91.3 to 90.6 however PA, for comparison purposes calculated on 85%, has improved from 15.1% to 3.9% year on year.</p>
<b>Vertical Tutoring – Summer 2015</b>	<p>High</p> <p>The School recognised when establishing vertical tutoring that students at Westbourne need as much support, intervention and encouragement as those who are supported through additional funding. The inclusion of two tutors enables effective all round support. Student surveys have been positive. 89% - Appreciate the interest that tutors show in my attendance, achievement and behaviour. 82% - Found the 1:1 mentoring really helpful.</p>