

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Westgate School All-Through
Number of pupils in school	1629
Proportion (%) of pupil premium eligible pupils	11.79% Secondary and 5.42% Primary
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	October 2023 - October 2026
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Fae Dean (HT)
Pupil premium lead	Ben Pearce (DHT)
Governor / Trustee lead	Mr Chris Sermon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,600
Recovery premium funding allocation & School Led Tutoring Grant this academic year	£54,702
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£245,302

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that pupils at The Westgate School, who are eligible for Pupil Premium funding, make as good progress as all pupils nationally, and that the challenges faced by some pupils does not become a barrier to them making good progress. 11.46% of pupils in the secondary phase and 4.48% in the primary phase are currently identified as being Disadvantaged. While this figure is well below the national average for both phases, we are committed to ensuring that these pupils receive an excellent education, achieve strong academic outcomes, and support to unlock their potential, provide choices for post 16 education, and broaden their life opportunities.

The focus of our Pupil Premium Strategy is to ensure that we accurately identify the challenges faced by our Disadvantaged pupils and use the Pupil Premium to have maximum impact on the academic progress and well-being of pupils. In July 2023, the Progress 8 score for Disadvantaged pupils GCSE results was -0.30 which means that Disadvantaged pupils achieved outcomes a third of a grade below the national average for all pupils (*National Progress 8 for all = 0; National Progress 8 for non-disadvantaged only = +0.17, National Progress 8 for disadvantaged only = -0.15 (2022)*) However, this was half a grade lower than their peers at the school and so this year our aim is to narrow this gap. The average attainment 8 score for this cohort for GCSEs 2022 was 5.01 which reflects progress towards our ambition that pupils achieve a minimum of a grade 5. Of course, below these headline figures, there are many individual success stories and continued challenges which this strategy aims to address.

In our School Development Plan for 2021-23, our objective is to: achieve positive progress for our Disadvantaged and SEMH pupils in all year groups compared with all other pupils nationally (including Progress 8 and primary phase benchmarks). High quality teaching continues to be our main focus. We recognise that this will have the greatest impact on closing the attainment gap. We recognise the need for an ambitious curriculum and great teaching to support the progress and attainment of our Disadvantaged pupils. Our data tells us that at our school, Disadvantaged pupils with SEMH have the greatest need for support. PP funding is used to provide wellbeing support but also to ensure that they receive the very best of teaching. Our Pupil Progress Reviews (PPR) ensure that pupils' effort and progress is monitored closely. Our Assistant Year Leaders work closely with Disadvantaged pupils who need more support and communicate regularly about progress with their teachers in Westgate Team around the Child meetings (WTACs) and Pupil Progress Review Meetings to ensure that pupils' needs are identified and agreed teaching strategies are implemented so that pupils receive consistent support across the curriculum.

We are aware that this has a disproportionately negative impact on the learning of Disadvantaged pupils. As part of our Covid recovery programme, we have used Catch-up Premium alongside the National Tutoring Programme funding to pay for three additional teaching assistants to support pupils with catching up learning in English, Maths and science, in the secondary phase. Pupils in Years 7 and 8 who are identified as being below age related expectations in English and Maths are supported with small group tuition, particularly in reading. Class teachers and teaching assistants continue to support with phonics, maths and writing in the primary phase. This will ensure that pupils have extra support in the classroom, often in master classes, to catch up from missed learning.

We pride ourselves on our good relationships with our parents and carers. We aim to strengthen our partnership with families even further through our Engage Programme as we recognise that mutual trust is an essential foundation for successful learning. Assistant Year Leaders, tutors and class teachers in the primary phase will continue to reach out and build constructive partnerships with families especially around times of reports and parents' evenings.

The key principles of our strategy plan from are to:

- Aspire for all Disadvantaged pupils to achieve at least in line with the national average in the Secondary Phase (Progress 8 of 0 or above) or, at least grade 5 in English and Maths;
- Make at least good progress in the Primary Phase (ARE+ in English and Maths);
- Ensure that teachers use evidenced based whole class and individual teaching strategies so that pupils can maximise their learning;
- Ensure that Disadvantaged pupils all-through, who are identified as being SEMH, receive additional support for their well-being;

- Aspire for attendance of Disadvantaged pupils all-through to be as strong as their non-disadvantaged peers;
- Ensure that all Disadvantaged pupils are given opportunities to widen their cultural capital and careers learning, that they otherwise wouldn't be able to experience outside school;
- Ensure that we build trust and a positive relationship with parents and carers.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Analysis of most recent Year 11 'on track for' data indicates that the average Attainment 8 score (5.29) is 1.41 grades lower for Disadvantaged pupils, compared to their peers.
2	Analysis of GCSE outcomes for the last four years indicate that the progress of PPG pupils with SEMH needs is lower than that of their peers.
3	Disadvantaged pupils continue to do less well in Maths than English Language GCSE Grade 9-5 although the gap has closed significantly. The gap between Grade 9-4 attainment is 1.5%.
4	<p>Primary Phase</p> <p>Literacy and numeracy skills, particularly writing for Disadvantaged pupils is below "all pupils" from entry. A gap remains across EYFS and Key Stages 1 and 2.</p> <p>Year 2 (3 pupils) - ARE+</p> <p>Reading: 33%</p> <p>Writing: 0%</p> <p>Maths: 0%</p> <p>Year 6 (8 pupils) - ARE+</p> <p>Reading: 62.5%</p> <p>Writing: 37.5%</p> <p>Maths: 37.5%</p>
5	Discussions with pupils and their families suggest that pupils from Disadvantaged backgrounds sometimes lack in career direction and would benefit from extra support in exploring career options and post 16 choices.
6	The % of pupils suspended in the last academic year who were Disadvantaged was 26%. This is an increase as a 2% on the previous academic year.
7	Attendance rates for Pupil Premium pupils remains lower than their peers – currently at 89.9% compared to non-Disadvantaged peers which is 95.5% overall. (October 2023).
8	Assessments of parental engagement for Disadvantaged pupils at parents' evenings and Partners in Learning events indicate that attendance to these events is lower than for other pupils.
9	In 2022-23 data attendance figures at extra-curricular activities shows that 67% of Disadvantaged pupils engaged in extra-curricular activities (compared to 75% of all pupils). We continue to have this as part of our strategy as our observations indicate that pupils from Disadvantaged homes have fewer opportunities to develop cultural capital.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

	Intended outcome	Success criteria
1	To improve the progress of KS4 Disadvantaged pupils at GCSE in Languages, Computing, Humanities, Technology and PE.	<p>Residuals and Subject Progress Index for these subjects will improve.</p> <p>Lesson observations and book looks conducted by DHT and AYLs will reflect increased level of challenge and improvement in use of academic vocabulary.</p> <p>Observations of lessons will indicate that pupils are supported in speaking with more confidence in class and encouraged to think more deeply through skilful questioning. Through intentional monitoring, teachers will check that pupils have understood and adjust the learning accordingly.</p> <p>KS2 and 3 curriculums will have opportunities to enrich cultural capital experiences.</p> <p>EduLink will record the teaching strategies that work for individual pupils after each book look and PPR meeting, and the use of strategies will be visible in exercise books.</p>
2	To improve the well-being and attainment of Disadvantaged pupils with SEMH so that they make progress in line with their peers.	<p>We will continue to reduce the attainment gap in progress between Disadvantaged pupils with SEMH and their Disadvantaged peers. Current Yr11 'on track for' data: P8 currently 0.35, Attainment 8 is 4.46. We continue to monitor and support this group in maintaining this strong progress as we know this traditionally dips leading up to final exams.</p> <p>The Pupil Support Register will record and monitor the impact of the support given so that additional support can be given where needed.</p> <p>EduLink will record the teaching strategies that work for individual pupils after each book look and PPR meeting, and the use of strategies will be visible in exercise books.</p>
3	To continue to close the gap between Maths GCSE and English Language GCSE so that Maths results are comparable to English Language for this cohort.	<p>Maths will continue to make strong progress with pupils aiming for Grades 9-5 in current Year 11 through the support of the specialist Maths Teaching Assistant being used to provide additional tuition at lunchtime and after school.</p> <p>EduLink will record the teaching strategies that work for individual pupils after each book look and PPR meeting, and the use of strategies will be visible in exercise books.</p> <p>Observations of lessons will indicate that pupils are supported in speaking with more confidence in class and encouraged to think more deeply through skilful questioning.</p>
4	To improve the progress of Disadvantaged pupils and Service Pupils in Primary Phase so that Disadvantaged pupils make similar progress to their peers and so that the attainment gap is closed in phonics and writing.	<p>Pupils will be more confident using vocabulary to develop their thoughts in talking and writing, so that oral language skills support and develop stronger writing skills. Progress will be visible in books.</p> <p>Disadvantaged pupils will meet age related expectations in reading, writing and maths.</p> <p>Disadvantaged pupils will continue to be the main focus at all cohort PPR meetings.</p> <p>Disadvantaged pupils with SEND will continue to be tracked using the SEN tracking against the PKS standards.</p> <p>Pre-reading groups will continue to provide Disadvantaged pupils with the opportunity to regularly work with an adult to ensure they have time to become familiar with new texts and discuss vocabulary before main class lessons.</p>
5	To ensure that Careers guidance for Disadvantaged pupils in Year 8-11 is more bespoke and targeted, through the use of the Future Skills Questionnaire. Tracking on Compass + will show	<p>100% Year 8 Disadvantaged pupils will participate in a 'Discovering Careers' workshop this academic year to support them with their Curriculum Choices process.</p> <p>100% Disadvantaged pupils will have a minimum of one experience of the work place each year in Years 8, 9 and 10.</p>

	engagement of pupils in experiences of work and encounters with employers	<p>100% Year 11 Disadvantaged pupils will have had at least two careers guidance appointments by the time they leave school.</p> <p>All Year 11 pupils will be given additional support in securing a suitable college placement for their Post-16 choice to ensure no NEETs.</p>
6	To reduce the number of suspensions for Disadvantaged pupils.	51% of suspensions in the last academic year (2022-23) were received by Disadvantaged pupils. We would like it to reduce this to at least 25%, so that school is a positive experience for identified pupils. In addition, a reduction in any Disadvantaged pupil having repeated suspensions – 22% in 2022-23.
7	To increase the attendance figure for Disadvantaged pupils.	<p>October 2023 attendance data for Disadvantaged pupils is 88.83%.</p> <p>We will aim to achieve the same attendance figures for Disadvantaged pupils as Non-Disadvantaged pupils across the school which is 95.42%.</p>
8	To increase in attendance of parents at Partners in Learning evenings and parents evening.	Attendance to Parents' Evenings will improve by 10%. We will be more effective in collecting data to measure engagement and ensure that all parents of disadvantaged parents are contacted personally to events.
9	To increase in the % of pupils taking part in extra-curricular activities in school.	<p>Currently 97% of Disadvantaged pupils attended an extra-curricular club in Year 7 (compared to 91% of peers) This figure has increased from last year (96%) Year 7 tutors will encourage all Disadvantaged pupils attend a club in their one-to-one session. AYLs will promote clubs with their focus groups.</p> <p>The Westgate Community Challenge for Years 7&8 allows pupils to prepare for the Duke of Edinburgh Award that is started in Year 9.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £37,324

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistant Year Leaders as virtual Headteachers for identified pupils at risk of not making good progress: book looks and lesson observations will identify common strategies which can be used by all colleagues Yr 7 AYL to improve the transition of Disadvantaged pupils from primary school.	Positive progress 8 score in 2024 GCSEs. Evidence in pupils' books. Behaviour interventions EEF (educationendowmentfoundation.org.uk) Mentoring EEF (educationendowmentfoundation.org.uk)	1, 3,6,7,8,9
CPD for all teachers to develop further expertise in improving teachers' questioning, and pupils' oracy. Structured Pupil Talk in class. Targeted questions	EEF Teaching and Learning Toolkit: Oral language Interventions: <i>"very high impact for very low cost, based on extensive evidence"</i> Oral language interventions EEF (educationendowmentfoundation.org.uk) EEF guidance reports 'Improving Literacy in KS1/2'.	1,2,3,4
CPD for all teachers to develop further expertise in checking for understanding (formative assessment) and organising 'Master Classes' providing feedback to pupils who have missed learning or who are falling behind are able to catch up.	Lesson observations/ Received Curriculum conversations with pupils have told us that pupils find it easier to catch up with work missed through absence if they are supported in doing so in class. Small group feedback delivered by specialists in the lesson: EEF: <i>"very high impact for very low cost based on extensive evidence"</i> Feedback EEF (educationendowmentfoundation.org.uk)	1,2,3,4
CPD for all teachers to develop further expertise in improving the way metacognition is used in class so that learning is made more visible/retrieval practice/spaced learning.	EEF Teaching and Learning Toolkit: Metacognition and Self-regulation" <i>very high impact for very low cost based on extensive evidence"</i> Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) Received curriculum conversations with pupils 'Visible Learning and the Science of How we Learn' John Hattie	1,2,3,4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £185,734 (includes funding for school based National Tutoring programme)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Support Worker		2,6,7,8
Primary Phase ELSA		2,8,9
PPR meetings (all-through) for Disadvantaged pupils after each Progress check: Edulink will record the teaching strategies that work for individual pupils and the use of strategies will be visible in exercise books. Provision Map (primary phase) individual pupils discussed at PPR meeting; progress monitored closely	Edulink records strategies (some taken from the EFF toolkit) known to work with individual pupils.	1,2,3,4,6,7
Bespoke careers programme for Disadvantaged pupils ensuring experiences of workplace/work shadowing and additional careers guidance	Gatsby Benchmark 3 Addressing the needs of each pupil: opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout. A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.	5
WTACS held on secondary pupils not making good progress: Edulink updated with shared strategies	Teachers have informed us that regular meeting on individual pupil's support with progress and behaviour. Pupil Plans provide a framework for teachers to use consistent strategies.	1,2,3,4, 7,8
Additional maths support at KS3 and 4 small group tuition with a teaching assistant supporting interventions Teaching assistant uses QLA analysis to personalise the curriculum for pupils who need additional support, teaching alongside the class teacher. Half termly meeting with DHT to measure impact. Termly updates to parents on progress.	EEF Teaching and Learning Toolkit: small group tuition, teaching assistant intervention. Small group tuition EEF (educationendowmentfoundation.org.uk)	3, 1, 2
National Tutoring Programme funding used to support the recruitment of teaching assistants in Maths and English/ Science to work with targeted pupils and provide additional tuition after school in the Secondary Phase	Tuition targeted at specific needs and knowledge gaps can be effective method to support pupils at risk of falling behind, both one to one tuition and small group tuition. DfE guidance on NTP. EEF Teaching and Learning Toolkit: teaching assistant intervention/small group tuition.	1,2,3,

	Small group tuition EEF (educationendowmentfoundation.org.uk)	
Counselling and Supervision		2,6,7

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £22,244

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum trip support	Received curriculum conversations with pupils and parents tells us that financial support for curriculum trips enables children who would otherwise struggle to participate in trips linked to specific curriculum areas e.g Geography Field work	9
Extended curriculum/enrichment activities	Received curriculum conversations with pupils and parents tells us that financial support for extended curriculum activities enables children who would otherwise struggle to participate in experiences which provide a broader curriculum experience, linked to specific curriculum areas e.g Music lessons.	9
Resources for well-being areas: Den and Gallery; breakfast club		2, 6,7
Transport to school	Funding is assigned to provide transport in case of safeguarding risks or where transport becomes a barrier to attending school.	7
School Uniform/equipment	Funding is assigned to provide uniform where pupils need additional support with this or with equipment to access the curriculum e.g ingredients for Food lessons.	7

Total budgeted cost: £245,302

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

GCSE Outcomes 2023			
	Cohort (242)	National – all pupils	Disadvantaged (20)
Progress 8	0.89		-0.30
Attainment 8	61.7	46.2	42.4
Entering EBacc	74%	39%	45%
English & Maths 5+	80%	45%	33%
Staying in Education	96%	94%	83%

Progress 8 score for Disadvantaged pupils was -0.30 which means the school has not achieved its aim of ensuring outcomes are at least in line with the national average for all pupils, however confidence interval is -0.98 to 0.37). After removing those pupils who were educated elsewhere this figure rises to 0.54 demonstrating that our in school provision is strong.

Headline figures for Primary pupils 2022-23
Year 1 Phonics screening – 1 pupil failed to achieve pass by 1 mark.

	Reading ARE+	Writing ARE+	Maths ARE+
Year 2 (3 pupils)	33%	0%	0%
Year 6 (8 pupils)	62.5%	37.5%	37.5%

Additional Support

- 60 pupils received support using at least one of the Pupil Support programmes in 2022-23.
- Attendance figures for Pupil Premium all-through was 89.8%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

14.3% of our PPG pupils are Service Pupils in the primary Phase, 4.9% in Secondary Phase

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Pupils with SEMH needs have been supported by the Pupil support team. CPD on teaching has supported teachers in ensuring that pupils have the best opportunities to maximise progress. Progress of Service Children was monitored.
What was the impact of that spending on service pupil premium eligible pupils?	Numbers in this cohort are too small to publish. We monitor progress closely.

Further information (optional)

In addition:

- all underachieving Disadvantaged pupils are supported with regular WTAC meetings (Westgate Team Around the Child);
- Disadvantaged pupils are prioritised in one-to-one mentoring sessions with tutors after school;
- An additional class has been timetabled for English and Maths KS3, in order to provide further flexibility with grouping and keep class sizes smaller.